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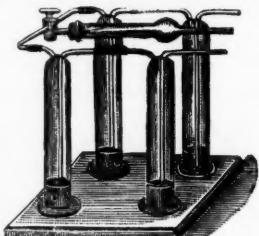
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Vol. LXII.

For the Week Ending March 23

No. 12

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Spelling Reform and the N. E. A.*

By WILLIAM T. HARRIS, U. S. Commissioner of Education.

One of the gentlemen who has spoken this morning has stated that the spelling reform dates back twenty-five or thirty years in this country. He refers to the movement as initiated by the action of the Philological Association of Great Britain and the indorsement of its action by the Philological Association in America; the spelling of Alexander J. Ellis, who was a scholar of Trinity college in Cambridge, in the thirties and forties of the last century. It was his sound advice and deep skill in phonetics that Isaac Pittman made use of in the invention of phonography, the first great system of shorthand writing, which has come into use among the reporters of the English language everywhere. Mr. Ellis was greatly interested in discovering the history of the changes in pronunciation in the English language and he saw quite clearly that if the nation used a phonetic alphabet, it would photograph from one generation to another the status of pronunciation and enable the future scholar to trace the laws of change which prevail in orthoepy.

Some time between 1840 and 1850 Mr. Ellis published a pamphlet under the title of "A Plea for Phonotypy," by far the ablest document that has urged a reform in the spelling of the English language. Mr. Ellis' final great work in his specialty which has assisted the students of English more than any other great work ever written is a treatise on early English pronunciation with a special reference to Shakespeare and Chaucer. The five volumes of this remarkable work bring together into one focus nearly all that has ever been taught or written that will throw any light on the ancient pronunciation and its progressive changes. The first volume of this work did not appear until 1869.

The great scholars such as Sweet, now professor in Oxford and author of many books on the dialectic varieties of English; Alexander Melville Bell, the author of "Visible Speech" and another able advocate of reform spelling, who attempted to form an alphabet of signs which suggest in themselves the vocal organs used in the utterance of the sounds represented, whose alphabet slightly modified has been adopted by Sweet, and is used in all the universities where a scientific study is made of the elementary sounds of languages and their alphabetical representation; J. A. H. Murray, of Oxford university, the editor of the great dictionary of the English language, and indeed the great dictionary of the world for that matter, because it contains the results of the labors of 3,000 English scholars who have divided up the literature of the language and read all of its classical writings and brought together their results in such a way as to show the history of the first appearance and all subsequent changes of each word in the language; these men and their disciples all gladly acknowledge a great debt to A. J. Ellis.

Speaking of the date of the beginning of the spelling reform, upon reflection I see that it is full fifty years since I began to be interested in it, having in 1851, thru the study of phonography become interested also in phono-

typy thru A. J. Ellis's plea for it. I had great hopes from 1850 up to the time of our civil war to see a general adoption of a reformed alphabet, each letter of which should represent only one sound and which should contain a character for each sound in the English language.

I have learned much since then and know how difficult it is to make a change in any institution or usage which affects the populations as a whole. I might add that the Anglo-Saxon population is the most conservative of all population, because the genius of its government is that of compromise and that of foundation upon established usage without reference to logical arrangement or complete reasonableness. The constitution of Great Britain is a collection of established usages, each one representing the result at which two opposing parties compromised their extreme views and adopted a mixed view not quite one thing or quite the other. It is not a theoretical constitution reasoned out and adopted by a people, but only a system of special rights and privileges fixed by a compromise between two stubborn opposing interests.

It is clear that a people whose local self-government depends upon the sacred observance of laws more or less irrational and contradictory and made harmonious only by hundreds of years of supreme (or highest) court decisions, have acquired the habit of mind of respecting peculiarities of all kinds, not merely of law but also of personal habits, and also of methods of writing and spelling the words of one's language.

The philologists have long since proved that the peculiarities of English spelling do more to mislead than to aid one who investigates the derivation of words. The difficulties in the English spelling trace back to the patchwork of the Norman scribes and then later on to the whimsical ignorance of men in the time of Samuel Johnson, who supposed that they knew the etymology of the words that they were using, but were mistaken as scholars had been in the case of the word *island*, which in the sixteenth century (a century before Johnson, began to be spelled with an *s*, on the theory that it was derived from the Latin word *Insula* and that it was a compound word containing the French word *ile* or *isle* and *land*, whereas the old middle English word, *iland* or *ealand* was composed of the word *land* and the prefix *ea* signifying water or river.

Murray's English dictionary enables each student to find the results of the history of English words both as to pronunciation and derivation, arranged conveniently under each word. I remember year before last my astonishment when I found in one of the works of Professor Sweet the fact stated that the common pronunciation of the word *children* is *chooldren*, the *ld* being pronounced as if spelled with the *oo* sounded as in the word *foot*. I was astonished at this because this was in my youth the general pronunciation among the farmers of New England. It seems that their ancestors had brought this pronunciation from England and that it still exists as common among the English dialects.

The past summer I was traveling in Suffolk, in a part of England belonging with Norfolk to East Anglia. It was the place that sent most immigrants to Massachusetts from 1630 to 1680. I was surprised to find my Connecticut pronunciation of *u* after *r* still in use among the common people in that part of the country south of Norwich and not far from Ipswich. As a boy I pro-

*Remarks of W. T. Harris, at the Chicago meeting of the Department of Superintendence, February 26, on the resolution of Mr. Vaile, relative to reformed spelling. It was this address which decided the fate of the petition for a spelling reform commission to be supported by the National Educational Association.

nounced *true* and *fruit*, not with the sound of *oo* as in food but with the sound of *u* in *pew*, *endure*, *sue*. Long ago I had been taught by teachers to change my pronunciation, but I remember once when visiting Harvard college making the observation that the majority of the tutors and under-professors, who came from the rural regions of New England and were not born in Boston, pronounced in conversation the *u* sound in such words as *truth* not as *oo* in *soon*, but as a diphthong or glide from the sound of *i* in it to the sound of *oo* in *foot*, just as I did.

In my visit to Suffolk county last summer I learned the reason for it. The rural regions of a country retain from one generation to another, without much change, the pronunciation of their forefathers, whereas the pre-



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vailing English uses a *y* sound with an *oo* sound following it, pronouncing *due* almost as if it was spelled *joo*, yet in East Anglia and wherever in America the population is from New England farmers this *ew* sound of *u* is preserved, notwithstanding the fight of the teacher against this usage.

I have repeated these trifling circumstances in order to indicate the direction in which the labors of the English philologists who favor spelling reform is of great service in throwing light upon the English speech as it is used and spoken. I always wish to say a word for the great dictionary of Murray, which gives to our scholars and to the scholars of every remote country where English is spoken the ability to see as in a mirror the English language in its entire history.

I have gone into those particulars also in order to intimate in what I trust is a polite and acceptable manner that those who object to spelling reform from a scholarly standpoint may be justly charged with some defect in their scholarship and that they do not know the present situation of English philology.

I do not hesitate to repeat on all occasions that I am and have been a believer in the desirability of effecting a reform in the spelling of English. But I do not believe that this can be done by the intense zeal of a few individuals or even of a considerable class of people, such, for instance, as compose this association. I do believe that the unreasonable conservatism which widely prevails among the opponents of spelling reform can be undermined only by a gradual process, and that this association in adopting a dozen simplified spellings has taken a wise measure. Once habituated to the idea of reforming or simplifying our spelling, the mass of the population in the next generation will be ready to make radical changes, whereas if radical changes are attempted now the conservative people will combine in self defence and shut the door against any semblance of change. This is a case where a thin wedge is needed and where it is wisest to make as little agitation as possible.

Hence when my committee recommended a couple of years ago the list of twelve words, which by the way I obtained from my friend, Mr. Vaile, here, we hoped that the changes would be used in the publication of the proceedings of this association and that as little as possible would be said about it. We did not approve of Mr. Shepard's action in printing the list of words and sending them out to the public press thru the country because we knew that it would cause a reaction.

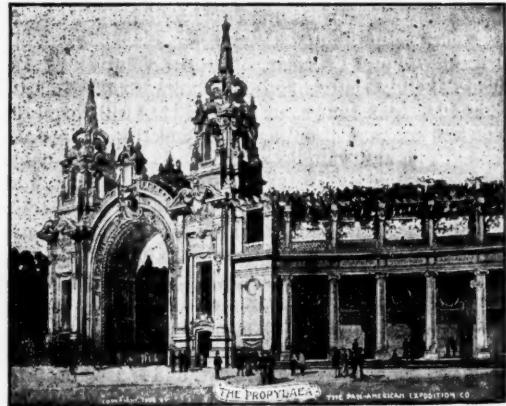
At the Washington meeting we had a fight over the rule and it was reaffirmed, as has already been stated here, by a vote of 18 to 17. I shall not be surprised at all if the vote next summer reverses the whole business by a vote of 2 to 1. We thought, however, that we could

hold the thin wedge where it is if we said as little about it as possible and fought for the retention of the small list of words that we had simplified. We hoped to hold back our dear friend, Dr. E. E. White, altho by a small majority. The next generation will become familiar with the work of simplifying the alphabet and will demand and secure radical reforms; at least this is what we hope.

But we must not forget any of us, that this is a national Educational Association and that spelling reform, or temperance reform; or religious reform, or moral reform, is not the special object of this association. Our object is reform in school methods, namely methods of instruction, methods of discipline, methods of organization and methods of management. If our association becomes a spelling reform association, another one specially devoted to school reform will become necessary. I am not in favor even of the thin wedge which we adopted two years ago, if that is to be a cause of new struggles and ever recurring discussions of the subject.

I have already presented my views in correspondence with my friend, Mr. Vaile, on this point. I honor and respect Mr. Vaile for his unselfish and persistent advocacy of the spelling reform, but I certainly think that his movement is ill-timed and worse than useless as an aid or help to the movement. It will produce reaction and stir up feelings and sentiments in the matter where we ought to have only clear reasons and a judicial frame of mind. I am therefore opposed to the resolutions which he offers in detail and as a whole.

Mr. Vaile and Colonel Parker have stated here that this reform is entirely in line with the regular work of this association, but they do not know how it is related to the work of instruction or the work of discipline or of organization and management. They certainly would not suppose that the teacher can introduce spelling reform into his school without the permission of his school committee, or that the school committee can do it without the countenance and support of the entire English-speaking people. It cannot therefore be a matter which



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relates directly to education in the schools. It can in no sense be accomplished by a few individuals or even by a large association. One cannot take up this reform and carry it on alone. By attempting to do this he will simply make himself disagreeable to his fellow men. He will be disagreeable because he will neglect the concrete and manifold interests of society and thrust unduly forward one simple interest, one reform out of an infinite number of possible reforms which ought to be secured. The spelling reform is therefore not a reform which can be secured by this Educational Association, and those who favor the adoption of the resolution in question will if successful, simply turn the work of the association out of its regular course into that of a spelling reform association and will divide the members of our association into two opposing camps on a question which does not relate directly or indirectly to instruction or discipline in the schools.

Educational Opinion: An Educational Review of Reviews.

Superintendents and Primary Teachers.

What a bright primary teacher has to say on the subject of superintendents is sure to be amusing and instructive reading. Miss Alice Irwin Thompson, an Indiana teacher, has an article in the March *Forum*, descriptive of the ways in which the superintendent may help or hinder the primary teacher.

First, let us take the men that hinder. Worst among them is the superintendent with one hobby. Such an one invariably finds in the primary school-room his favorite nursery. Every subject of the primary program must be warped and twisted in the direction of his subject. Suppose that subject is arithmetic. The teacher is bound to find attributes of quantity or magnitude in reading, language, phonics, art, and science. The children must lisp in numbers whether the numbers come or not. Whatever does not promote accuracy is an offence to this superintendent. Drawing must be taught with mathematical precision and the lesson in music must teach the pupils to give with absolute correctness and oily glibness the relative values of notes down to the hemi-demi-semi-quaver.

In Search of a Hobby.

Almost as irritating and even more dangerous is the man who has no fixed hobby, but is always on the lookout for one. He comes to a town where he has made a favorable impression on the school board by his abundance of smooth talk. He delivers an inaugural address in which he dwells upon the responsibilities of the primary teacher for the pupil's future career as he battles thru school out into the stern realities. With tears in his voice he urges them to be watchful for the welfare of the confiding, innocent babes entrusted to their care.

Then, getting down to business, he proceeds to try "tips" on the primary children. He is an easy prey to every educational theory afloat. Somebody has given him a tip that the reasoning powers of children are most active in the morning hours. Consequently he upsets a whole program to get the number work over with by ten o'clock. This is the beginning of a series of experiments. Some obscure paper has suggested that memory is strongest at noon; that means another over-turn of the program. Then the superintendent learns from another source that no child is able to make the proper associations for more than one new word a day. The theory is perhaps sound, perhaps unsound; but at any rate it has to be tried, at once, without any waiting until the beginning of the next school year—the same lack of stability which Eastern bankers professed to fear for our currency in the event of Mr. Bryan's election, is a positive fact in the school curriculum when it is in charge of a man who is guided rather by tips than by principles.

The Fossil.

If such a superintendent as this leaves, he is liable to be succeeded by a fossil. If the fossil is conservative thru inertia, the schools drag on without his help. But if he is a fossil from choice they are sure to be ground under a galling tyranny. The man who conservatively believes that the ways of the fathers were all right can hinder all sorts of good work. Every pupil down to Tommy in his sack apron must have a universal speller. The bluish-brown toe-mark is revived. Beginners are forced to print three months, even if they could write when they entered school. The conservative superintendent longs for the slate his grandfather smeared, and sighs for the gourds that hung by the well.

One other of the hindering superintendents needs mention. There is a type of man who exalts mechanical accompaniments of education above education itself. Every improvement in blackboards, erasers, coal-hods, brooms,

dust-pans, and fiery furnaces are known to his schools. But no educational thought is expended upon them. The teacher is judged entirely by the temperature of her room and the orderliness of the desks. Such a superintendent is usually one of marked industry and serious motives, and believes that he was hired to be a sort of superior janitor to the schools.

The Right Kind.

So much for the men who hinder. Now for the one whose helpfulness will be recognized by every teacher in his parish. Under ideal conditions one man is able to give his entire time to the supervision of teachers, the business or mechanical phase being given to a separate supervisor or director. But since these ideal conditions do not everywhere prevail, a school board is obliged to choose an official who will be at once business agent and pedagogical expert. They select a man, as a rule, by reason of his personality, and turn the whole system over to him.

The new man goes to work. He first surveys the field or his environment. There he adjusts his best educational conceptions to the existing conditions and reorganizes the system. The first year sees his plan started; the second finds it well under way. The work is that of a leader who has a definite increasing purpose and the stamina to carry it out. Such a superintendent is not perfect, but he grows as the work grows. In studying his teachers he regards them not as vague abstractions of the kind to be found in "Handy Guides for Superintendents" but as actual entities, as human beings. If a teacher's powers of organization are weak, there are strong hands to sustain her, not once, but in all subsequent readjustments, or at least until she develops strength enough to organize without assistance. She may excel in other things and yet fail in discipline, thru lack of judgment. The superintendent can give temporary relief by terrorizing the school; but he usually employs a more enduring method, that of helping the teacher to find the rational punishment for individual offenders. Indeed, as an interpreter of boy nature the superintendent is, by divine right, an expert. The proverbially bad boy is no enigma to him.

Properly to teach a teacher to transcend her own limitations is no slight task. It often calls for heroic treatment. One school mistress has so long encamped in a pedagogical desert that she has fashioned a calf of ancient methods and prehistoric theories. Another bows down before a calf fashioned out of yesterday's fads and to-day's follies. There are other teachers with faces invariably drawn and pale and with nerves unstrung. There is the woman who shines every night in the social firmament and goes into total eclipse every day in the school-room, and the woman who, serving as conductor of cottage prayer meetings, chairman of foreign missionary societies, walking delegate of the district W. C. T. U., and generalissimo of every other moral movement in the community except school education, seems to think that teaching is less a work of the Master because it is paid for. All these characters the superintendent has to deal with sagaciously. He must get the best out of them without letting them feel that he is getting the best of them. The nervous strain under which most teachers labor can be lightened by the sympathetic superintendent. He can stand between them and inflammable patrons; can keep persistent agents away from them; can defend their interests in the presence of an august and all-powerful board.

A service that the good superintendent will render to his primary teachers is to see that they have their fair allotment of supplies. Probably half the primary teachers of the country are expected to do highly concrete work with one home-made paddle and a box of crayons, with

instructions to use the latter economically. Yet the upper grades, where the power of abstract thought has been better developed in its pupils, are as a rule much better supplied with material; and, in the colleges and technical schools, where the mature students think best with both eyes shut, there are laboratories with expensive apparatus and uniformed assistants to make the wheels go round.

Child-Study and Education.

Dr. James Sully, of London, has written for *The International Magazine* an article which is at once a defence and a criticism of child-study. He takes for his theme the attack made by Prof. Münsterberg in the *Educational Review* (Sept., 1898) upon current child-study investigations. The notion that the works of the associations of parents and teachers result and can only result in drivel; that the ordinary teacher should not attempt any serious study of psychology for fear of becoming unbalanced in her educational practice; that the "atomizing" of mental facts should be carried on solely in the psychological laboratory, Dr. Sully believes this notion to be narrow and pedantic.

Prof. Münsterberg's opinions are based upon fundamental misconceptions of psychology. For one thing he has the idea that the analytical work in general psychology is carried on entirely in our laboratories. A glance at any of the recent books on general psychology, say those of Prof. James Ward or Prof. William James, is enough to convince anyone that a very large part of the analysis of mental processes has still to be carried out by the old method of introspection.

A second false premise is that general psychology should depend entirely upon analysis. If this were so Prof. Münsterberg would be right in calling to the teachers, "Hands off." But it is not so. In the latest psychology the idea of analysis is slowly but surely being supplemented by that of synthesis. There has been a general discarding of the old theory that the mental life begins as a chaotic whirl of distinct psychical "atoms" or sensations which gradually settle down by some mechanical process of association into orderly clusters. We now know that it begins with functional processes; that it is to be explained in biological rather than mechanical terms.

In this biological conception of the mind as an entity which constantly assimilates new material is to be found a justification of the claims of child-study to a place as a separate science. Prof. Münsterberg is not disposed to attach any importance to child-study as being outside the province of general psychology.

Yet it is both within and without. No good biologist denies that embryology has a distinct and very important department of its own and that the duties and qualifications of the trained embryologist are different from those of the general biologist. In the same way the study of the mental phenomena of childhood differentiates itself from straight-out psychology. The psychology of childhood has been thrown off from the parent stem very much as pathological psychology was very early thrown off. A great many things that the psychologist working over the phenomena of adult consciousness is able to take for granted, have to be made the subject of observation and experiment when their origin in the consciousness of the child is being traced. To suppose, as Prof. Münsterberg does, that the inquiries into the stock of children's ideas are on a level of inutility with possible inquiries into the percentage of adults who happen to have seen a photograph is, on the face of it, grotesque. It is safe to say that the inquiries which have been carried on methodically in Germany and America have given us a far more definite knowledge than we possessed respecting the influence of surroundings, natural and social, in determining the special direction and the limitations of children's observations.

Nor does this study of mental embryology incapacitate

a person for doing the right thing, for assuming the right attitude toward the child. There is no antagonism about it. If the study were purely one of "atomizing" there might be danger of overmuch "peeping and botanizing." But, as has been shown, child-study, when intelligent, is synthetic as well as analytic. Surely before I can do anything with assurance for the child, I need to know his characteristic modes of thinking, feeling, and striving. It is not enough that there should be well established rules for procedure as laid down by the eminent psychological experts of the Harvard laboratories. The assumption that we know children's minds by the light of nature aided by general psychology is flimsy.

In short, teachers ought to study psychology for themselves, and before they have completely mastered the theory of education. The student of engineering is not prohibited from the study of pure mathematics because he has not learned all the requirements of his craft. Rather does the study of pure mathematics help to illumine the practical problems of his profession. So too with psychology in general and with its special branch, the psychology of childhood. The dread of harm done by the dabbling of inexpert teaching in the mysteries of a sacred science is very ill-grounded. Doubtless some few foolish persons go to their psychology books and lectures only to get "tips" for immediate application in the school-room. But the majority of intelligent teachers can be depended upon to profit both by general psychological theory and by the study of principles in the light of concrete facts. Methodical and intelligent child-study will always have great value for the observer, developing powers of a very special kind, which involve a considerable amount of very delicate interpretation of life. The same study may or may not be of positive objective and scientific value; that will depend largely upon the originality and mental attitude of the observer.

So much, Dr. Sully says, in relief of some of the nightmare pressure which a perusal of Prof. Münsterberg's diatribe is likely to have left on their spirits. Yet these are grave dangers into which the present ardent pursuit of a psychology of the nursery and class-room is leading us.

Pseudo-Scientific Child Observation.

For one thing, there is an abundance of extravagant talk. People prate about revolutionizing psychology by the annexation of the nursery and about inaugurating a new era of scientifically grounded education. Yet to sane students of psychology it is patent that the development of an embryological branch of the science is not likely to change the basis of the whole science, even to the slight extent that the development of physiological psychology has done so. Further, it has to be recognized that a large part of the work done by our child-study associations is not scientific research at all. Jotting down a child's sayings; asking him what colors he likes best; inquiring into his relative preference for wax-dolls, for china dolls, and for paper dolls—this and much else of a like kind may be serious enough study, but it is not scientific investigation. Genuine scientific work in child-observation such as Darwin, Preyer, and Miss Shinn have given us is skilled work of the most special kind and presupposes years of careful preparation.

That the common mode of inquiry by setting questions to numbers of children is of no especial scientific value ought to have become obvious long before this. The mere fact that children will not "shell out" honestly makes this kind of statistics worthless. The questions, too, are frequently trivial and the answers to them are permeated with the atmosphere of the homes from which the children come. The worthy persons who conduct these long-drawn-out investigations in the schools are, for the most part, wasting their powder.

Profitable Child Studies.

The thing is for each observer to study one child at a

time, exhaustively. So long as our investigations are wide-ranging, they are apt to be thin and scrappy in their output. A child is a living unity and merits the closest study if he is to be studied at all. Those who have read Miss Shinn's admirable "Biography of a Baby" know what this means.

This is the truly scientific way of study. We learn the typical structure of a species of plants thru exhaustive work over one normal individual. Children vary more than plants of the same species; yet it holds good, as Preyer's observations show, that we best approach the typical form of a child's mental development by the consecutive, methodical observation of one specimen.

Such child-study should concern itself with one child, or at most with a pair of children, whom the observer can see practically at all times. It should consist of observation, experiment, and interpretation. As a rule study of babies puts the powers of observing closely and interpreting wisely to the severest test, and should not be undertaken by the tyro. After the child has learned to talk the talk becomes easier tho it is absolutely necessary to remember that language does not, especially with children, accurately convey thought and feeling, and that many individuals use it as a cloak to hide their feeling, and thoughts. The deeper and more subtle understanding of one mind by another means a good deal more than a scrutiny of the meaning of words.

Experimenting on the Children.

Experiment is of great importance in child-study. Passive observation, in this as in other sciences, does not carry us very far. We must try to sound depths which will not of themselves come to the surface. This is something we are always attempting to do in a simple way when we question a child.

In experimenting with children, however, great caution must be employed. The untrained person, when "teasing" the young mind, is pretty certain to be deceived. In the simple matter of questioning, the child's answers have to be very carefully investigated. Most children when questioned are in the attitude of those who want to know what kind of an answer is expected of them; a few of the more perverse take delight in baffling the enquirer. Very few will be straightforward in every direction. Those who have been investigating the subject of children's fears find that while girls will, as a class, tell the straight truth about their fears most boys will not make confessions that would seem to convict them of cowardice.

Another warning for those who experiment with children is, of course, that they should avoid inducing in the unformed mind a precocious habit of introspection. The development of such a habit defeats the very purposes of child-study.

One other warning Dr. Sully makes which deserves special emphasis. Nobody must suppose that child-study affords a short cut in the education of children. Many of the advocates of child-study seem to imagine that the whole problem of training a child consists in understanding its nature. This idea has come down from Rousseau whose theory was that the trainer should stand by and allow the child to unfold himself in nature's own beautiful way. Many teachers, tho they can hardly fail to see that this theory leaves no room for their work, are still infected with the idea that knowledge can take the place of exertion.

High Educational Ideals.

This is far from being the educator's business. To educate a child means strenuously to work for the consummation of human development, for the fruition of the full potency of manhood. The teacher ought to have an ideal of the sort of man or woman he would like his pupil to be. Toward that ideal shape he can mold the child's character. This is the true teaching of ethics in the schools. This is educating for enlightened citizenship.

Especially in this age when the popular ideal of the

man is low, when the trinity of virtues that make for success in the fierce industrial competition of the day—smartness, strength, and daring—are exalted into undue prominence, it is the plain duty of those who aspire to the high dignity of educator not to let nature take its course, but to hold firmly to their highest ideals of manhood. The child will naturally take on a tone from the vulgar aims and lowered standards of life. The worship of the less worthy is an easy and attractive cult. Child-study is of no great value unless it helps teachers in upholding the standard of "a nobler good." We should all bear in mind the words of Kant: "Parents usually educate their children merely in such a manner that, however bad the world is, they may adapt themselves to its present conditions. But they ought to give their children an education so much better than this that a better condition of things may thereby be brought about in the future."



Criticism of Public School Work.

It is fortunate that the teacher's work cannot be done in a corner, says Dr. E. Benjamin Andrews in the March *Educational Review*. The public insists upon inspecting and passing judgment upon educational performances; and the public is right. Even if wrong items, hasty generalizations from superficial impressions, sometimes get afloat, still the principle holds good that any kind of interest is better than dull apathy. If people once begin to think about the work of the schools they are on the way to intelligent appreciation of it.

At the same time educators should be constantly on their guard to correct misconceptions. There are certain classes of critics whom they should be prepared to meet, whose standards they should invariably lower.

One of these classes is composed of men who would bring all school ideas to the plummet of the ancient district school. They know that great men came out of the little red school-house and they give all the credit to the school-house. They do not take into consideration the strenuous and stirring times of frontier days and the influences of wild nature. The truth is that the district school had a host of shortcomings which have been corrected in the modern school. Its greatest value was its training in tenacity of purpose; but that is something that the education of to-day can properly insist upon without harking back to old conditions.

A somewhat similar class is devoted with fanatic zeal to accuracy in scholarship. Its adherents misquote Newman's aphorism that accuracy is a great part of education—and call it the whole of education. It is, of course, true that, other things being equal, the most accurate scholar is the best. Yet what folly to judge the schools by this standard alone! A poor speller or arithmetician may still succeed gloriously as a human being. What your school graduate is, is of infinitely greater consequence than what he can do.

Indictments against teachers' work may be conveniently placed in four separate pigeon-holes: statements which are utterly false; allegations having some show of truth but greatly exaggerated; complaints that are true in a sense, but not in the way that is meant by those who bring them; and charges that really signalize grave actual defects in our methods.

The first class of these declarations can be dismissed with contempt; the others deserve respectful consideration.

In the second class we have such assertions as that the public schools do not teach English. Perhaps they do not always succeed, but they are certainly trying with all their might and main to teach English. Most people do not realize the difficulties of teaching the mother-tongue to children, many of whom come from families who inherit bad English, many others from homes in which English is not habitually spoken. It is not uncommon for an editor to receive from one of these

very critics of public school English-teaching articles that require most careful editing.

Among the indictments that are literally but not really true is the accusation that the schools do not teach morality. It is of course a fact that boards of education neither prescribe any text-book in morals nor make for the study of morals any place in school programs.

Yet it is a superficial view of education to suppose that school influence is co-extensive with school program. What keeps school is not the book nor the schedule of recitations, but the live man or woman at the desk, full of integrity and consecration. The right sort of man or woman is of more importance than all the rest of the equipment of the school. The moral stimulus from such a teacher is worth more to the child than all he gets from the schools. In this sense there is ethics teaching in the schools, and the value of this will be enhanced in proportion as the teacher's calling is magnified.

But it may also be added that what the advocates of moral training seem to lay special stress upon is in a fair way to be realized before long. The time seems to be near when our public schools will be able to teach the elements of morality in a positive way. All sects are becoming aware that simple morality can be taught without admixture of religious dogma. Public sentiment in many communities would already sanction it if we should begin at once systematically to teach such virtues as cleanliness in speech and thought, thrift, temperance, fortitude, perseverance, veracity, the rights and laws of property, love of country, regard for parents, for the aged, for the feeble, for the unfortunate, and for dumb animals. Hardly any parents are there who would not wish their children schooled in these highly important duties. Moral education is one of the splendid new tasks which the school of the twentieth century is to undertake and achieve.

Testing of the New.

Other criticisms which denote real faults, yet not the faults actually specified, are those that are uttered in denunciations of fads. Such plaints are often just, yet not in exactly the way meant. We are passing thru an age of pedagogical change. Crudity is a necessity, is a glory. Adjustment is in progress, but it takes time. The fads have not yet had time to reveal their true value.

Take manual training. It is clearly worth all it costs just as training in handiness, and worth many times its cost as an aid to motor efficiency and to morality. In Menominee, Wis., where the Stout manual training school has been in operation for several years, there is no longer any street loafing among the boys; they all esteem it a privilege to work overtime in the shops, and, in the Chicago Bridewell, where much is made of manual training; no pupil, however dull and refractory, has ever had to be urged to his shop-work.

What is true of manual training is true of most of the other so-called fads. No doubt the school programs are in some places overladen. Yet this must be remembered: The capacity of the individual is not altogether a fixed measure, but is easily distended when the interest is aroused. The judicious placement in the day's work of music, drawing, sloyd, saw or chisel exercises, calisthenics or gymnastics, not only does not lessen the day's yield of other knowledge, but positively increases it. There is absolutely no reason for believing that the attainments of city children in the three R's to-day are inferior to those of children, city or country, fifty years ago. It is probably a good thing that the "fads" are being slashed at; the opposition ought to spur us on to a more perfect correlation of studies, but it should not cause us to swerve from the good pedagogical path.

The most serious and best founded criticisms of modern education apply more to methods than to matter. The main indictments under this head are three: (1) that present-day school teaching largely ignores the logical aspect of things; (2) that it breeds apathy toward solid reading; (3) that it utterly renounces the

task of training the will. All these judgments Dr. Andrews believes to be as just as they are worthy of solemn consideration.

All these evils take their root in a certain disharmony between the education of "gush" and the education of "grind." The two have not been properly reconciled.

The effects of "gush" education are well known. There are teachers who deem it their whole business to tap pupils' spontaneity, to keep them perpetually at a white heat of enthusiasm.

The result is the avoidance of details and of cool, close reasoning. The pupils fail to get the very thing that modern education stands for—the development of power as opposed to mere acquisition. They are stuffed with fact-knowledge of the most varied description, but the ability to use their knowledge effectively is not developed.

This mental flabbiness often takes the shape of a disinclination to read. The pupils hear book knowledge disparaged. Books are not appreciated in current education as they should be. Oral instruction and the teachers' personal influence are supposed to do the whole thing. Sane educational discipline ought to deal largely with books; their constant use must be inculcated and the love of them set forth as an indispensable part of schooling.

Closely connected with pupils' dislike for solid reading is the evident inability of very many boys and girls after leaving school to make earnest effort of any kind. They lack courage, resolution, sand. The typical pupil of to-day must be interested before he can act. Little of the tonic that comes from driving the will has ever been given him.

The public school teaching of the twentieth century will correct all this. No greater virtue can exist in a child than the inspiration to follow up and finish an unpleasant task. Much of the work men have to do is not and cannot be delightful; and the schools in their training have got to bear this in mind.



Possibilities in Manual Training.

A very good suggestion regarding exhibitions appears in a little article by Clarence S. Moore in the *Manual Training Magazine*. Mr. Moore objects to the usual plan of saving until the close of the school year models constructed by the children. He finds that by exhibition time the interest of the pupils in the productions of autumn and winter has flagged. The models have generally to be destroyed after the exhibition because no one comes to claim them. The interest in them is dead.

This is not as it should be. The trouble is that the work is done for exhibition purposes thru the year. The children ought to make things for those they love. Each model should be sent home, as an offering of devotion.

In some schools the children are told that they cannot have the models, because the tools and material belong to the school. This is very wrong; it takes away half the zest of production.

Shall we then have no June exhibitions? Of course we shall. Not one of dry bones, but of live human interest. Let the children bring back all their models that have not been lost, even the soiled and broken ones. We shall learn by their appearance how much they have entered into the fabric that binds human hearts together and builds up human institutions. A complete set returned as clean and perfect as when taken away may mean childish selfishness, or a collecting instinct, or perhaps a parent's pride in saving the work; and a few questions might discover which it is.

Different degrees of wear and dirt might show different degrees of usefulness. A model, either uniformly lost or never used, would show a model that ought to be left out of the course because it has no place in human life.

Problems of National Education.

Students of education and others in this country have had an unusual opportunity in these last months to look at our school system thru the eyes of foreigners. The American educational exhibit at Paris proved so interesting and instructive to educators of European nations that their comments have been numerous and expressed with great frankness. Sometimes we are amused at the slight misunderstandings of our educational causes and effects, but in nearly every instance there is profit in the view from without.

The address of Gustave Lanson on our educational conditions as revealed by the exhibit was published in the *Revue Bleue*. It was translated into English by Dr. W. T. Harris, and appears in *School and Home Education* for March.

Education in the United States, according to Mr. Lanson, presents a curious and singular history. The first immigrants, English or Dutch, hardly settled down, busy themselves with the means of obtaining two things—pastors and schoolmasters. As early as 1635 Boston provided itself with a public school, and in 1647 the Puritan colony of Massachusetts issued a decree, "To the end that learning may not be buried in the tombs of our forefathers," that every town of fifty families should maintain an elementary school, and every town of a hundred families, a grammar school. The first college had already been founded, in 1636; it is the college which took the name of John Harvard, its benefactor.

The Dutch, more democratic, established primary schools. But they were ere long dominated by the English element. Numerous grammar schools were founded and endowed, and, in the eighteenth century, academies, for the instruction of the middle classes; colleges were superadded to train the ruling class, so as to secure recruits for the church, the state, and the liberal professions. They neglected to establish elementary schools, or allowed them to fall into abeyance, for the masses, in acquiring knowledge, could learn to know their rights.

In the beginning of the century the country is a vast checker board, whose squares are districts four miles square in extent; in the center of the square is the school-house. Wretched school, open during the three winter months, carried on by some poor student who earns enough to maintain himself the remainder of the year in college, more frequently by a farmer from whom less knowledge than physical strength is required, to keep his young charges in order. In some cases a woman, even less qualified than the man, conducted a school for six weeks during the summer.

The higher classes in their schools were but little better served. The majority of the professors had neither diplomas nor professional capacity,—the necessity of making a living and patronage had secured them their chairs. In the South, particularly, the staff of instructors was indeed fantastic; vagabond students; adventurers from Scotland and Ireland; graduates of European universities, whom drunkenness had thrown from the beaten tracks; immigrants who had sold themselves for a certain term in order to pay their passage, and who could be bought in the markets.

Beginning of Better Things.

The pedagogic revival in the United States dates from Horace Mann, who was appointed in 1837 secretary to the Massachusetts board of education. In the last sixty years, and particularly in the thirty-five years which have elapsed since the war of secession, the United States has developed, both in quantity and quality, its system of education in a truly amazing manner.

Urban agglomerations made it feasible to improve upon the primitive methods of the rural school, where a class of about forty children were, without distinction as to age or intellectual development, gathered together under the same teacher; in the spacious and airy school-houses of the large cities hundreds of children are at times found divided into graded classes under a score of

teachers. There hygiene and pedagogy are duly regarded.

Academies, successors of the grammar schools, were superseded by public high schools, supported by the cities or counties; developing alongside of the private schools, they have served to regulate secondary instruction, and have gradually evolved its various types.

The danger in government interference has been politics. If I may credit the discreet avowals of Mr. Andrew Sloane Draper, this danger has not always been averted. Politicians have tried to insinuate themselves or introduce their followers into the school boards and superintendencies,—positions well remunerated, securing consideration and influence. It seems that the evil has been restricted to the largest cities.

The state (I refer to individual states), as a general thing, allowed municipalities and counties to organize themselves according to their own will. They could not, however, be independent of it altogether,—its consent was required in raising taxes. As the state held the purse-strings, it took advantage of its position to impose conditions. It has exercised a beneficent influence in the way of encouragement and control, while not running the risk of hampering the initiative of individuals or communities. But if it has exercised a distant supervision over elementary and secondary schools, it has often made colleges and universities its special concern.

The American College.

The college was, and continues to be, the central and preponderating organ of all instruction not purely elementary. Pupils enter it on leaving the high schools; it leads to the universities. But, partaking equally of the character of secondary and of higher education, for many young people it constitutes the end of their general instruction; they leave it to start out into life, or to begin their technical studies. In the college were trained the greater number of the men who founded the American republic; a large part of those, too, who have contributed to its greatness.

The country swarms with colleges,—academies which have been transformed, private or sectarian institutions, state colleges. And each has its own peculiar physiognomy, some unique trait in its organization. But what is characteristic is the fact that for a long time the only kind of higher instruction obtainable in the United States was that of the colleges, where one graduated at the age of twenty with the degree of bachelor of arts,—no other was conferred.

It was in 1861 that Yale university conferred the degree of doctor of philosophy. The bestowal of this first degree marks the real birth of the American university. It was born of the college; it is a continuation of it; one course is offered to the graduates of the college, to the bachelors of arts, then another; it is announced that the degree of master of arts will be given, then that of doctor of philosophy, of science. Thus alongside of the college, in the college, does the university unfold itself; the former seems so inseparable a part of it that the new universities founded at a stroke, Johns Hopkins, Cornell, Chicago, all include colleges, which prepare the students for them. Thru its college the university secures for itself students prepared in accordance with its ideas.

The University.

A large number of universities are state universities. In the West, particularly, where it was all virgin soil, the new spirit has had free play. In organizing itself the state embraced education as a part of its domain, of its duty. Each institution is created by a special act, has its own charter and complete independence, save as regards the state.

But the federal government, does it do nothing at all? It does one thing only, and that a considerable one. It maintains a bureau of education, which compiles annual statistics and gives a survey of all that is done at home or abroad in the matter of education. Simply an agent for furnishing information, the bureau at Washington is a powerful agent of progress and unity.

The School Journal,
NEW YORK AND CHICAGO.

WEEK ENDING MARCH 23, 1901.

Prof. Samuel Thurber and Personality.

Some time ago Prin. Samuel Thurber, of the Girls' high school, Boston, presented in *Education* his views concerning the art and science of teaching. He thinks there is neither an art nor a science of teaching. Among his statements we note these :

"Very absurd to talk about the art of teaching as something one may master and may teach others." "The normal school should not attempt to teach the art of teaching." "The teaching of children is a purely personal function." "Surely we can abstain from talking about a science of education." "I abominate pedagogy."

We will admit that Prof. Thurber is in company with some very respectable people in taking his position ; he explains the different results obtained by two teachers, equal in scholarship, by the term "personality." Thus he disposes of Col. Parker's supposed possession of pedagogic knowledge. This theory of Prof Thurber may account for *some* things observable in the school-room but not for all. He himself ranks high as a teacher, but those who know him would describe him as a scholarly gentleman and not as one possessing a strong personality.

Prof. Thurber credits the mark Col. Parker has left and is leaving on the educational world to his peculiar physical and mental make-up ; but to us, who listened to his "Talks on Pedagogics" at Chautauqua, it was the humanitarian truth he presented that was impressive. We remember the accomplished gentleman who reported the "Talks," who was acquainted with all the great speakers of the day, asking to be furnished with a copy of the book as soon as published, saying, "There sounds a note I have not heard before."

What Prof. Thurber calls Col. Parker's personality we consider to be a deep, strong nature under the influence of the foundation truths of education he has discovered ; Col. Parker, when called upon to explain how the results he achieved had come about, declared that he had studied the matter for years, had sought for books upon education, and he mentions with especial favor Tate's "Philosophy of Education." We can hardly conceive of this book as one to develop personality, as it is extremely didactic in character.

Personality does explain some things in Col. Parker's life. Boston was exceedingly mortified that a little suburban town like Quincy should become the educational Mecca of the country, and gave the news no warm welcome, nor the man either when he was appointed as one of her school supervisors. It did require personality to promulgate the truth he had discovered, in the face of doubt and opposition. There were a good many at Boston, in those days, of Prof. Thurber's ways of thinking, but the years have brought changes.

Personality can hardly explain the power in Col. Parker's little book, "Talks on Teaching." Is personality capable of being transferred from the man to the book? Is it the personality of Col. Parker that Dr. Harris refers to when he says of this book, "It is like gold"? Is it Shakespeare's personality that we feel in the lines,

"Canst thou, upon the high and giddy mast,
Seal up the ship boy's eyes, and rock his brain
In cradle of the rude imperious surge ?"

It is hardly fair to put upon personality such heavy burdens. It reminds one that electricity was once declared the all-sufficient explanation of any curious phenomena that appeared.

The reader of Pestalozzi's life and educational work would hardly credit the astounding results he produced to his personality. It would rather seem that the discernment of deep and hitherto undiscovered truths in human evolution had produced conditions of mental power and influence. This was the case with the apostles ; they had obtained clear perception of religious truth ; they saw its bearing on human happiness and human welfare ; they went forth to proclaim it to the world ; this clear perception gave them eloquence, enthusiasm, and willingness to spend and be spent.

Perhaps a better illustration will be furnished by an unlooked for educational movement that took place in the state of New York more than a half century ago. At that time the academies were in active operation ; they and the colleges then furnished the teachers for the common schools. The principals of the academies took precisely the view of Professor Thurber that "there is no science of education," and "No art in teaching," to be taught. Among the great public men of that day two towered deservedly high—Gideon Hawley and Alonzo Potter, vice-president of Union college and father of the eminent Bishop Henry C. Potter, of New York. They felt that the common schools should exert a more commanding influence and proposed the establishment of a normal school by the state, "To give instruction in the art and science of education." This aroused determined opposition on the part of the academies, which continued for nearly ten years, until Samuel B. Woolworth, at that time the most popular academy principal, was put in charge of the normal school. During this period there was never a year in which a bill was not presented to terminate the existence of the school, this bill being constantly urged by the academies.

The men who stood behind the normal school were, strange to say, college graduates. They knew the part that knowledge plays in the teacher's equipment, and discerned clearly that something more was needed. The academy principals were all college graduates, but there was something they could not do and that was to make their students effective teachers. David P. Page was invited to New York from Massachusetts ; he brought something more with him than the delightful personality he possessed ; he brought a clear perception of some of the foundation principles of education and a knowledge of means to realize them in the school-room.

Mr. Page's "Theory and Practice of Teaching," is an attempt to impart his knowledge of teaching to others ; it is probable that 100,000 copies of this book are in the possession of teachers to-day ; it has exerted a wide influence in spite of its defects. The normal school vindicated the wisdom of its founders.

It is probable that there was not then a man in New York competent to stand at the head of a normal school and but few in Massachusetts. Horace Mann, when appealed to by Bishop Potter, named only Mr. Page ; he

did not give another name in case Mr. Page should decline. This was not because the academy principals in these states lacked in personality; they lacked knowledge concerning educational principles and practice.

Let us take the case of Oswego. Suppose a man possessing merely personality had been selected to direct the normal school founded there, could any of those remarkable effects have been produced that marked the career of Dr. E. A. Sheldon? Did he imbue his graduates only with personality? Even now the term "Oswego graduate" has an especial meaning and yet commands respect. In the volumes that have been written to explain Oswego we have not seen it stated that Dr. Sheldon had a strong personality; those who knew him well, would not so describe him. His chief ability lay in his discernment of educational principles and his power to teach the application of them in the school-room.

Professor Thurber's lack of faith in normal schools is not astonishing. Candidly, we believe ourselves that the normal schools have fallen upon evil ways; the number of those fit to be regarded as efficient trainers of teachers in this country probably does not exceed twenty. One reason for this state of things is, while fifty years ago only one man was considered competent to take charge of the normal school founded in the state of New York, at the present day such men are, to all appearances, counted by thousands. If greater care were exercised in the selection of normal school principals, the point of Mr. Thurber's criticisms would soon be lost.

There is an art theory of education, or call it science and art. In other words there is a body of doctrine governing educational procedure—laws of perspective, in other words. This can be learned and must be learned by teachers if our schools are to fulfil their true mission. This, we believe, and to this we hold. And yet we may and do admit that there is a certain "secret" in teaching which is not wholly communicable. It is the art-spirit of it, if this expression covers what we have in mind. In a certain sense no one can *impart* the secret of teaching, but the right sort of trainer of teachers can inspire others to seek for that secret, to gain insight into the rationale of their work, and to develop a "feeling" as to whether they have achieved real educative results. Anybody can hear a lesson recited but, as Dr. Calkins once said in a lecture, "the essential thing is not the reciting of a lesson."

We build fine buildings for elementary, high, and normal schools, we officer them with the needed numbers of teachers and lessons are duly recited and we think we are on the road to the millennium and will reach it if we keep on. Then a Pestalozzi, a Froebel, a Page, a Sheldon, or a Parker appears and we learn that we have made the mistake of confounding lesson-hearing with teaching and knowledge-accumulation with education. Not all of those that go down to the sea in ships learn the secret of the sea. Not all of those who have pupils before them in classes perform the divine work of teaching. Nor is any one more likely to err than the very profound scholar; but he has this advantage that he can more readily comprehend when he becomes conscious of his error.

We have long admired Professor Thurber as a scholarly teacher, and must thank him for these sentences, which reveal his insight into the absolute end sought by one who takes education seriously. "Read (poetry, etc.) for *insight into humanity*." (This, we take it, means to master the science of education.) "I want (teachers) to become imbued with a realizing sense of the spiritual conditions," which all teaching demands.

Happiness as an Object.

Many a teacher sets himself sturdily against any form of enjoyment in the school-room; he makes it an article of his faith that "children come to school to study, not to play." Now, stripped of all sophistry, what is the definition of the real object the human race is pursuing? It is happiness. Should this be a distinct object in the school-room? I do not mean that so much of the time on the program should be set aside and marked "For Happiness;" but we mean that the teacher should distinctly aim to produce happiness, and keep this aim before him, and rejoice when the day has been a happy one.

Walking with a mother along Broadway I noticed how eagerly her eyes examined the toys displayed by the street venders. She could hardly listen to my voice. Finally she stopped and bought an inexpensive box of animals to be added to the inmates of an "ark," saying, "It will make them so happy." Thinking on the matter afterward it occurred to me what a large sum is daily expended to make children "so happy," and concluded that parents must be right in doing this, for it is the intuitive practice of all races.

Riding in a car I saw an old gentleman drop his paper to catch the attention of a child and make it smile. It occurred to me that possibly not enough attention had been given to produce happiness in school-rooms. Of course home and school try to fit a child to earn a living; but besides the question of a living comes the question of happiness. No one denies that the school is conscientiously trying to induce children to study now—that it aims to lay the foundations for a useful future. The practical questions I want to propose are these: Should the teacher teach a child how to have a "good time"? Is it right to do this? Is it wrong to neglect it?

A teacher in a large village was met by a parent who complained that his son wanted to spend his evenings in the streets; he did nothing bad, frequented no saloons, but just stood at the corner, or walked with other boys and talked.

The teacher thought the matter over and felt in his own mind that he could hardly blame the boy. His father came home tired and took up the newspaper; the mother had her sewing; all was still; the boy longed to be with companions who would talk of things and matters with which he was familiar and concerning which he could say something. This led him into the street. The parents would rather see him studying his arithmetic or history; these things they thought would fit him for life's duties. A teacher presented the case to a broad-minded merchant and the result was that a room was taken and opened as a "Young Citizens' Club." A dozen chairs, two tables and some lamps were loaned; papers and books were gathered in from the houses of the members; the club-room was to be open from six to nine in the evening; the members could play checkers, dominos, and chess; afterwards whist was allowed. The teacher used to drop in and play a game or two of an evening; others made it an object to do the same.

This was not wholly a success for many reasons, the main one being that quietness was a necessity; boys like to move about and speak aloud, but the plan accomplished a few things. It gave the boys society, and that was what they craved; it kept them out of saloons; there was a dignity in belonging to an association of their own.

There are few teachers that have not wanted to do something special to impart happiness to their pupils and the story of these efforts would be interesting.

One teacher has his school of 150 pupils meet monthly and elect by ballot a president, secretary, and director of music; they have an hour on Friday afternoon which they call the "Scholars' Own," in which they sing, recite, have dialogs, and give conundrums, and puzzles.

Another has two societies in his school, the "Alpha" and the "Delta," and each alternately has an hour on Friday afternoon.

Another allows the pupils in the morning to come into

the school and do as they choose so long as they are not noisy. Most teachers require the pupils to sit down and study; they think it desecrates the school-room to allow whispering or talking in it.

Another before school, in the morning, contrives to draw the boys around him at a table in the corner of the room to have a pleasant talk with them.

Another manages to have visitors who can give short talks at least once a week.

Another has a stereopticon exhibit; the process he employs enables him to use the photographs furnished by the pupils. This has been very interesting.

Another in a city hired a carpenter's shop and the boys go there and work with tools; all sorts of trades are carried on; work in metal, wood, and leather is done.

Another has hired a lot and made a place for running and jumping; the children go to this on one day in the week beside Saturday.

Another makes excursions several times in the year.

Another takes walks each day, having three or five pupils as companions.

One thing must be borne in mind—the boy loves freedom, nature and the society of his fellows; the recreation is not to store his mind," and yet it may prove to be quite useful after all.

A teacher is known who goes on Saturday to some woods with half a dozen boys and there builds a little fire, boils some coffee, and roasts some clams or potatoes.

But these plans are not possible to all, and especially where there are girls as pupils. The difficulties are great. The most available are dialogs and music at school on the stage. Scholars enjoy the scenic. In one case an adaptation of Box and Cox was given and repeated many times; so parts of Shakespeare's plays, the court scene in the Merchant of Venice being a favorite.

Of course there are those who think these distract the minds of the pupils and destroy studious habits—but that depends. Over and over, dull boys have been seen to be roused and really sharpened up by exercises like these.

The conclusion that the experienced teacher will come to is that he must plan steadily and wisely to make his pupils' happy; he must take the whole of the child up in his educational arms.

In Honor of Ex-President Harrison.

It was a very thoughtful thing for Supt. Kendall to provide that the opening exercises in the Indianapolis schools on Friday, March 15, should be devoted to consideration of the life and services of the late ex-President Benjamin Harrison. General Harrison was prominently connected with the Citizens' Educational Society. He attended its meetings whenever his engagements permitted and in various ways manifested his interest in the public schools. His children attended the public schools—the best evidence of his faith in popular education. The teachers of his children were invited to his home and were always treated with the respect and consideration which mean so much to the teacher. General Harrison was a good neighbor and a public-spirited citizen, and as such deserved to have his name especially commemorated in the schools of the city where he led most of his simple, dignified life.

Princeton has come around to a consideration of shortening the college course so that the A. B. degree can be gained in three years' time. The proposed innovation provides for an extension of the curriculum so that men expecting to take professional training after leaving college may be able to take the work of the first year in a professional school in the senior year of college. This is in line with what has been done at Harvard and Yale. Action upon the matter will be taken by the Princeton trustees at their June meeting.

Mr. T. M. Robertson, expert of the United States department of labor, is going the rounds of the cities

securing information which will be brought out in a pamphlet on the trade and technical schools of the country. His department wants to get all the information it can secure about the schools where trades are taught. Manual training schools are not to be included in this report, but only those schools where trades are actually taught. This work when completed will be valuable as giving complete information as to what is being done, and suggestions as to what improvements are immediately possible.

What President Hadley, of Yale, said from the pulpit of the Old South church in Boston, March 10, regarding the likelihood that within the next twenty-five years an emperor will be reigning in Washington has excited wide-spread interest. Of course President Hadley did not mean that an imperative destiny will bring such conditions to pass. He meant merely that unless public sentiment shall regulate politics and industry better than it now does his forecast is bound to be correct. He declared that as a nation we have high standards of personal morality conjoined with very low standards of political and business morality. This is only too true.

The troubles between the Russian government and the body of students has assumed alarming proportions. It dates back to last December when a student in Kiev stole a piece of jewelry from the dressing-room of a concert hall singer. The students at the university were rightly indignant at the act and held a mass meeting to pass measures which should prevent a recurrence of the peculation. To their astonishment they found an old Russian law forbidding students to hold mass meetings of any description invoked against them, and five of their number were incarcerated. Naturally there was indignation among the students, and another mass meeting. This time the civil authorities took the names of 500 of the so-called "conspirators," and arrested 200 of them, who were formally expelled from the university and sentenced to serve as privates in the army for one, two, and three years.

All the riots and disturbances that are now being reported in the papers grew out of this piece of governmental tyranny. The Russian authorities seem to have made a very serious blunder in antagonizing so mobile and excitable an element as the student population.

The population of Germany as shown by the recent census is about 61,000,000, and is larger than that of any other European country except Russia. The figure is very gratifying, especially when the immense emigration is considered. It is to be noted that in the case of most European countries emigration is to be taken as a sign of vitality rather than of degeneracy. France, with a stationary population, suffers little from emigration.

The rapid growth of the German Empire is shown by the fact that about a century ago, in 1789, the whole empire had a population of 26,000,000 and at the close of the Napoleonic wars in 1815, Germany, tho somewhat reduced in size, had a population of something more than 30,000,000. In 1845, since which date the area has remained almost constant, Germany had 34,000,000; in 1865, 40,000,000; in 1885, 47,000,000, and in 1900, about 55,500,000, an increase during the century of about 30,000,000.

Since 1871, when the modern German Empire was organized, the population of Germany has increased about 35 per cent. The Germans feel a natural pride in the rapid growth of their population compared with that of their rival across the Rhine. In 1845 France had about 36,000,000 inhabitants and Germany 34,000,000. Now France has about 38,000,000, or only two-thirds the number in Germany.

For a country that was a few years ago supposed to be the *victim* of a fanatical zeal for education which was resulting in the alarming growth of a learned proletariat, Germany is doing pretty well.

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(Continued from page 311.)

Care of Children's Teeth.

In the United States there is a vast field open for development in the work of rendering public dental service. In Russia public dental service appears to be in the embryonic stage of development, for Prof. Limberg, of St. Petersburg, in a paper read before the Third International Congress, presents a "Project for the Practical Organization of Dental Services in Primary Schools," in which he says:

Dental caries attacks ninety-five per cent. of the teeth of children in the cities; it is therefore necessary that society should take measures that regular care be given to the teeth.

Children's physicians, in calling the attention of the parents to the importance of the health of their children, in giving them regular and systematic treatment, would contribute powerfully to the progress and development of our project.

General knowledge of the causes of dental evils, the means of preserving the teeth by regular care, ought to form a part of the teaching of general hygiene in the schools.

As soon as children are admitted in the schools, attention should be called to the state of their teeth, and it should be exacted that the state should leave nothing to be desired.

Palliative treatment and extractions, as practiced in schools now, ought to be replaced by conservative and systematic treatment.

The internes ought to have a specialist to examine at least once a year the teeth of the pupils, and care for them regularly, if possible, in the establishment itself. The externes can content themselves with a dentist for examination; however, care ought to be given them outside the school by some good dentist or specialist.

For poor children, there should be opportunity to organize treatment and care of the teeth absolutely free; this care can also be systematic.

The remuneration of the school specialist ought to be estimated according to the number of pupils, in such a manner that systematic care of the teeth of the pupils can be exacted.

In these statements of Prof. Limberg, the necessity for, and the character of, the public dental services, are epitomized.

Some interesting and profitable information in regard to public dental service is contained in a contribution by W. J. Fisk, secretary, School Dentists' society, of Edinburgh, entitled, "The Practice of School Dentistry in the Public and Poor Law Schools of England."

In England the salary paid to the official dentist varies from one hundred to five hundred dollars per year, according to the location and size of the school. The time devoted to the work consumes from half a day a week to all the time, with office hours from 7 A. M. to 3.30 P. M., and the number of mouths cared for varies from 150 to 800. In some schools no salary is paid, but the dentist sends a bill to the parents for his services, according to the following schedule of prices: Fillings, two shillings, six pence (62c.); scaling teeth, one shilling (25c.); extracting, six pence (12c.); the dental officer having also to provide his own office and equipments. Fortunately, these prices prevail in the poor law schools of England. In the public schools, the dentist fares better. He may run up a bill of \$21, or, if he has the written consent of the parents or guardians, he may charge more for his services.

Mr. Fisher, of Dundee, was one of the first to call attention to the need of systematic treatment of the teeth of the young people in British schools. Partly thru his efforts, the British Dental Association appointed a school committee to investigate the subject and report to the members. As a consequence of their labor, the British Dental Association published complete statistics of the work.

The present condition of school dentistry is due to the molding of public opinion by the school committee. The movement in favor of dental supervision in schools is increasing, and the future prospects are hopeful. The

public schools educate children of the upper and middle classes in England. Where some thoro arrangements for dental supervision have been made, the methods employed vary in different schools.

Marlborough College.

In Marlborough college all new boys must have their teeth examined by the dental surgeon at the beginning of the term. The dental services rendered in this college is worth quoting at length. New boys who are in the habit of being seen by a good dentist are advised to visit him, if necessary, at the next vacation; where several teeth are very carious, or are needing extraction, a chart is made out, and a report sent to the parents with a letter from the medical officers, forwarded by the wish of the head master, and an estimate of the fee is quoted. It is optional on the part of the parents as to whether the work is done at the college or not. A report is, if necessary, sent with the chart in the cases of all new boys who do not see a dentist regularly, and no work is undertaken for any new boys without the written consent of parents or guardians. Other boys desirous of professional attendance are considered as private patients, but the fees must not exceed four pounds, four shillings (\$16.00) without the written consent of the parents or guardians.

The dental room is within the college and belongs to the medical officer's suite. The medical officer attends for all anesthetic administrations. The hours of work are from 7 or 7.30 A. M., according to the time of the year, to 3.30 P. M., with intervals for meals.

M. Baker, the dental surgeon who furnished these particulars, has attended at the college for the last eight years at the invitation of the head master. He is impressed by the fact that the boys going there now are very much better looked after, as regards their teeth, while at preparatory schools and before they pass thru his hands, than was formerly the case. Nothing like the former number of extractions are now required. As a result of his experience here, he is strongly of the opinion that the sixth-year molars, if thoroly filled when the patients are thirteen years old or over, will last splendidly, and except for overcrowding, keep all these teeth possible, as they will make most useful masticatory organs whether filled or crowned.

Wellington College.

M. Vernon Knowles who has attended Wellington college for the past nine years, weekly, during term time, gives the following information. His rooms are outside the college building, these as well as the dental equipment being supplied by him. There is no compulsory attendance of new boys visiting him. At the same time, facilities are given to the boys for visiting their own dentists, if their parents so desire. The weak point is the lack of systematic inspection, not yet adopted here. M. Vernon Knowles is strongly of the opinion that all new boys should be examined on entrance for the following reasons:

1. Thru neglect, fifty per cent. of the teeth of the boys are in a bad state.
2. Owing to the stringent regulations of the army and navy on this question, and because the officers are generally drawn from the public schools.
3. It is important that a high state of dental efficiency be maintained, as it is not an uncommon occurrence for boys, who have passed all their examinations, to fail in the dental test and be rejected on grounds of faulty dentition.

Felsted School.

In the Felsted school, the boys number 270. The office hours of the school dentist are from ten to twelve for conservative work, twelve to one for examination of new patients, two to four for conservative work again. Gas operations at 3.30 P. M. on pre-arranged days.

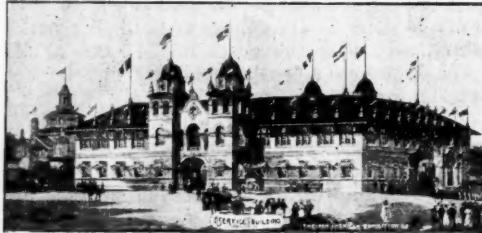
In some of the public schools a high standard of public dental service is maintained. There is a systematic examination of the teeth of the boys. Failure to insist upon these examinations cripples the efficiency of the

public dental system. Parents are advised as to the dental needs of the pupils, and a dental officer attends to their teeth. In other schools the importance of attention is being realized, and facilities are readily granted for the boys to have their teeth treated. There is a tendency in public schools to appreciate the value of the dentist's services.

In order to demonstrate still further the extent to which school denistry is practiced in England, other quotations will be made.

Haileybury College.

In Haileybury college, a public school, a dental surgeon attends the school at regular intervals; the system of examination of the teeth of each new boy is carried out.



Pan-American Exposition.

For those requiring dental operations, a report is sent to the parents, indicating the condition of the mouth with an approximate charge for the necessary treatment. The head master, in a letter accompanying the report, suggests that the teeth be attended to before the boy returns for the next term and stating that dental operations during term time must be performed by the school dentist. Anesthetics are administered by the medical officer.

Berkhampstead is an example of many public schools in England. There are about 330 boys in it. There is a dental surgeon who, while not specially appointed on the staff, yet is known as the school dentist, and does all the work in connection with the school. The boys go to his private office when they require anything done, and at the end of the term he sends in accounts to the different head masters. In this school compulsory inspection is not carried out, yet no difficulty is placed in the way of the boys consulting the dentist, and the authorities feel that they have done all that could reasonably be expected, in seeing that the pupils have the services of a properly qualified dental surgeon.

Central London Schools.

The central London schools have 700 to 800 pupils, besides the ophthalmic section of 250 to 300 children. The dental surgeon receives one hundred pounds (\$500)



Pan-American Exposition.

per year for a weekly visit of five hours; a complete equipment is supplied. Record books are kept at the school, and new admissions are inspected in the probationary ward. The ophthalmic children are kept separately, and an assistant is allowed by the board to look

after them. He has a separate dental equipment and is paid a salary of fifty pounds (\$250) per year for an attendance of six hours per fortnight. The dental surgeon is responsible to the board for the dental condition of all the children, and the total salary then is one hundred and fifty pounds (\$750) with two surgeries equipped, but the officer is allowed to provide an assistant.

[To be continued.]

Free Libraries in Public Education.

"Some months ago," says Mr. Miles M. O'Brien in *The Review of the Republic*, "I called, in my capacity as president of the New York board of education, upon Mr. Andrew H. Green, a member of the Library Association. He made an appointment for me with the executive committee of the association, of which Mr. Cadwallader is chairman. Mr. Cadwallader and Dr. Billings, secretary of the association, entered into consideration of the plan that I disclosed to them, with a public spirit and patriotic fervor that I am glad to acknowledge. The outcome of our getting together was that their chief executive committee met with a committee of the board of education, and they have formulated plans which bring the New York public library and the school board of Manhattan and the Bronx into perfect accord. Within a few weeks from this writing we hope to have rooms opened in eight school buildings of old New York, fully equipped with libraries and free reading rooms.

"This will carry out an idea that I have long entertained—that everything we possibly can do should be done for the young people who are forced, by the stern necessity of bread winning, to leave their studies at an age when the mind is in its most elastic and receptive condition. There are thousands of young people and adults, in our city, who are anxious to improve their neglected education.

"They already have the evening schools and the free lecture system. This latter, which was organized twelve years ago by the New York board of education, has become very popular. By the close of the current lecture season we shall have lectured to fully 60,000 in one year.

"Both to supplement the lecture system and for other reasons we need libraries in the school-houses. A majority of the people who attend the lectures will assuredly avail themselves of library facilities. I anticipate that the system will become so popular that we shall have to extend it to all the school-houses. Certainly, these buildings, that cost so much and are used only five days in the week, and five hours a day, ought to be utilized by adults who expect, from an intellectual and educational point of view, to better their condition.

"Doubtless we shall have to encounter some opposition to the development of this library system. Before the free lectures were started, many people connected with the board of education thought it would be waste of money and time to experiment on such a course. It was only after two years of constant agitation that we succeeded in getting an appropriation of \$15,000 for the lectures. No one now doubts the value of this branch of evening instruction, and no one, after the libraries have been fairly established, will doubt the wisdom of the present venture."

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish *THE TEACHERS' INSTITUTE*, monthly, \$1 a year; *THE PRIMARY SCHOOL*, monthly, \$1 a year; *EDUCATIONAL FOUNDATIONS*, monthly, \$1 a year; *OUR TIMES* (Current Events), semi-monthly, 50 cents a year; and *THE PRACTICAL TEACHER*, monthly, 50 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York.

Educational Outlook.

Mr. Forbes on School Furniture.

ROCHESTER, N. Y.—The Guttell bill, now in senate committee at Albany, authorizes boards of education and school trustees to purchase school furniture in the open market instead of from the prison commission. The argument for the bill has been very ably stated by School Commissioner Forbes, of Rochester, who has secured for it an endorsement by the board of education here.

"The school furniture made in the prisons," says Mr. Forbes, "is in no way equal to that manufactured by the trade. It is unsightly, unsanitary, and as a general thing very loosely put together. It is not made by skilled labor. More than that; the prices charged by the state are higher for the low quality of desks than outside manufacturers charge for first-class, sanitary desks."

Portable School-Houses Discussed.

NEWARK, N. J.—Several of the Newark school commissioners are talking seriously of supplementing the school houses of the city with portable schools of the sort used in Boston, St. Louis, and other cities. Just now the Bergen street school is over-crowded and is likely in September to have a long waiting list. An addition could not be obtained within two years, while a portable school-house could be constructed at once for about \$2,000. So far as healthfulness is concerned it would be far more sanitary than any quarters that could be rented in the Bergen street neighborhood. It is true that stoves have to be used in the portable school-houses, but judging from some experiences of the past winter, the pupils would be far more comfortable in a room heated by a good stove than in some of the aristocratic brick and stone buildings where expensive but unsatisfactory heating plants have been installed.

Former State Superintendent Henry Raab Dies.

BELLEVILLE, ILL.—Death has claimed Henry Raab, librarian at Belleville and former state superintendent.

Mr. Raab was born in Wetzlar, Rhenish Prussia, in 1837, and was educated in the kindergarten and royal gymnasium of his native city. He learned the trade of a currier in his father's shops, emigrated to America in 1853, worked for a time in Cincinnati and came to St. Louis in 1854. Soon after he moved over to Belleville where he has since lived. He became a teacher in the Belleville schools and later superintendent, remaining in this capacity until 1882 when he was elected state superintendent as a Democrat. At the election of 1886, the Republicans swept the state, Mr. Raab was re-elected by a plurality of 34,000. At the close of his administration he returned to Belleville and resumed his post as head of the schools.

The "Bibb" System of Rural Schools.

State School Commissioner G. R. Glenn, of Georgia, is hard at work inducing other counties of his state to adopt the Bibb county system of schools. In Bibb the county commissioners have been authorized, by vote of the people, to appropriate \$45,000, or more, of the county's tax money to keep up the schools, and the state gives \$25,000. This money goes to the schools of the county, without respect to location. The school in the most remote section of the county, has just as much care and attention in proportion to its size as the school in the thickest and most fashionable portion of the city, and it gets the benefit of the best teachers, and has just as long terms as the other schools.

Bouquet For Minneapolis.

ST. LOUIS, Mo.—The board of education has decided that the several new school buildings to be erected this coming spring and summer shall be on the plan of school-houses already built in Minneapolis. In their inquiry into the subject of school-house construction they seemed to discover that of all cities, East or West, Minneapolis seemed to get the best school buildings, and for the least money.

The North Carolina Text-Book Commission.

RALEIGH, N. C.—The new text-book law for North Carolina is remarkable for its completeness and is calculated to give some sort of stability to the school system. Briefly stated its features are:

(1) The state board of education is constituted the state text-book commission and is authorized to select and adopt uniform text-books with five-year adoptions. The subject-matter is rigidly prescribed.

(2) A sub-commission is to be appointed by the governor, to consist of not less than five nor more than ten persons selected from the body of teachers and superintendents of the state. The duty of the sub-commission is to pass upon the merits of books, irrespective of their price, considering only their educational and mechanical features; they must make a secret report upon books examined, to the text-book commission. Every sub-commissioner is under oath that he was not within

two years prior to his appointment in any way connected with a publishing house.

(3) The text book commission is to pass, finally, upon the books recommended by the sub-commission. If a book seems to be pedagogically fit, but the terms do not appear to be right the commission is authorized to treat with its publisher for better terms.

(4) Immediately after the passage of the act the text-book commission was required to meet and organize and, after organization, to advertise for sealed bids or proposals from the text-book publishers. Said bids are to be accompanied by ten or more sample copies of each book and the bidder is to deposit a sum of money, not less than \$500, as a pledge of good faith. All books must be in English.

(5) If a book is adopted, the contracts will be prepared by the attorney-general of the state and executed in triplicate. The same official will execute bond for the fulfilment of the contract. If a bond is forfeited the recoveries on it insure to the benefit of the school fund. It is provided that text-books during the entire five years must be furnished, which shall be equally as good as the sample copies originally submitted and for purposes of comparison the secretary of state shall preserve the specimen copies.

(6) The text-book commission has the right to reject any and all bids. It may, if not suited, advertise for bids for books in manuscript, not published. In such a case the state cannot contract for the publication of the manuscript; that must be done by the owner.

(7) Supplementary books are not excluded but such books shall not be used to the exclusion of the books prescribed or adopted.

This school law is regarded as a great advance for North Carolina. There is a general awakening of interest in educational matters in the state. The legislature has appropriated \$200,000 outside of its regular appropriations for the schools. Under the able leadership of Gen. T. F. Toon, the new state superintendent, things are seen to be moving. J. D.



Educational Meetings.

March 22-23.—Central Illinois Teachers' Association, Decatur.

March 26-28.—Illinois County Superintendents and Institute Instructors, Springfield.

March 28-30.—Central Nebraska Educational Association, Minden.

March 29.—Michigan State High School Association, Durand.

March 29-30.—Northern Minnesota Teachers Association, St. Cloud.

March 29-31.—North Nebraska Teachers' Association, Norfolk. Sec'y, Miss Lucy Williams, Norfolk.

April 3-5.—Southeastern Nebraska Teachers' Association, Nebraska City. Sec'y, Miss Ruth Davis, Beatrice.

April 3-5.—Central Nebraska Teachers' Association, Kearney. Pres. R. J. Barr, Grand Island.

April 4-6.—North Indiana Teachers' Association, Anderson.

April 4-6.—Southern Indiana Teachers' Association, Seymour.

April 4-6.—Southwest Iowa Teachers' Association, Grennell.

April 4-6.—Northeast Kansas Teachers' Association, Kansas City.

April 5-6.—Northwest Ohio Superintendents' and Teachers' Round Table, Sidney.

April 5-6.—Southern Wisconsin Teachers' Association, Platteville.

April 10-12.—International Kindergarten Union, Chicago.

April 10-12.—Alabama Colored Teachers' Association, Birmingham.

April 18-20.—American Association for the Advancement of Physical Education, N. Y. City. Pres., D. W. L. Savage, Columbia university.

April 18-20.—Northwestern Iowa Teachers' Association, Sheldon.

April 23-26.—Western Drawing Teachers' Association, Rock Island, Ill. Sec'y, Miss Ida A. Lull, Joliet, Ill.

April 25-27.—Northern Illinois Teachers' Association, Moline.

April 26-27.—Western Nebraska Educational Association, Sidney.

May 2-4.—Mississippi State Teachers' Association, Jackson.

June 18-20.—Alabama State Teachers' Association, Montgomery.

June 27-29.—Eastern Manual Training Teachers' Association, Buffalo.

July 1-3.—New York State Teachers' Association, Buffalo.

July 1-3.—New York Society for Child Study, Buffalo.

July 2-4.—Pennsylvania Educational Association, Philadelphia.

July 5-9.—American Institute of Instruction, Saratoga.

July 8-12.—National Educational Association, Detroit.

Sept. 3-4.—New Jersey State Association of School Commissioners and Superintendents, Lakewood.

Oct. 16-18.—New York State Association of School Boards, Auburn.

Nov. 29-30.—Massachusetts State Teachers' Association, Worcester.

New England Notes.

The objections to the appointment of non-resident teachers appeared in the Boston school board again on March 12, when Miss A. Maud Briggs was nominated for special assistant in the Gilbert Stuart school. She received her appointment despite the objections, but mainly owing to the fact that she formerly resided in Boston, where her father was a teacher, so that she is in point of fact only temporarily a non-resident.

Mrs. Mary H. Lyons was removed from her position as assistant in the Roxbury high school. She was formerly Miss Gibbons, and several months ago she was granted leave of absence. Since then she has been married, and her present whereabouts are not known.

The annual report of the Quincy school committee and Supt. Parlin contains some points of interest. The expenditures for the year have been \$101,500. The amount appropriated by the city council was \$98,000 and the cramping of the schools required by the attempt to keep the expenditures within the appropriation caused uneasiness on the part of the teachers, and it even compelled the schools to do without requisite books and stationery. This was ultimately relieved by a supplementary appropriation, tho not in season to prevent material loss in impaired efficiency. The suggestion is made that the sum needed for the schools be left entirely to the committee or that the council appropriate a definite proportion of the city's income. One reason for the difficulty experienced in the city is that the fiscal year runs from January to January, while the school year runs from September to September.

Harvard Teachers' Association.

The Fourth annual meeting of the Harvard Teachers' Association was held in Sanders theater, Harvard university, on March 9, Prin. Harlan P. Amen, of Phillips Exeter academy, presiding. A series of resolutions was passed asking the colleges to take steps which shall relieve the year of preliminary examinations from the pressure now felt by the schools thru crowding too many subjects into that year. While presenting several distinct suggestions for consideration, the substance of the plan is to make it possible for the student to divide his examinations into three parts, getting due credit for a portion of the subjects two years previous to entrance.

The general subject was "The People and the Schools," the discussion taking two distinct directions, whether the schools are doing what the people want them to do, and what they really do want them to do. Miss Katharine H. Shute, of the Boston normal school, gave the first reply to the question. She began by presenting the most common criticisms of the schools now heard. She held that, altho people are in no way hostile to the schools, yet they do criticize them, mainly for their improvement. Some of these criticisms are traditional, while others arise from a faulty notion of what the schools ought to be. Of the first class, the most important is that the schools fail to develop a strong manly character. This arises almost entirely from mistaken ideas of what can be accomplished during the school period; and of what is actually accomplished, since the schools are doing all that can reasonably be expected of them. Another common criticism is that the pupils in the schools fail to gain the power of independent thought. This the speaker did not consider just, as many of them do gain such power.

Miss Shute thinks that the difficulty in the schools finds its source in the home. If the homes could be improved it would remove the criticisms of the schools. The homes and the schools must be correlated in such a manner as to meet the conditions of modern life.

Prin. Walter B. Jacobs, of the Hope street high school, Providence, R. I., held that the ground of failure in the schools is that they can not answer the question. "What is individuality and how is it to be developed?" The criticisms of the schools are largely just, particularly in their failure to train to good use of the English language. The source of the failure is the difficulty of adapting the teaching to the individual needs.

Dr. John Dewey, of the University of Chicago, dwelt upon the profound changes which science has brought into courses of study and training in the last generation. The real problem grows out of the changed conditions of modern life, and it cannot be solved by cutting off something here and there. There is wanted some new and higher principle of correlation, and until this is developed confusion must continue.

After a dinner at the Colonial club, Rev. S. M. Crothers and Mr. Walter H. Page continued the subject, pointing out particularly their ideas concerning what the people want of the schools, and especially discrediting the idea that the schools should furnish everything that society may need, both useful and ornamental.

Brief Items.

WATERTOWN.—Supt. Frank R. Page has issued his first Annual Report. Tho he has been in his position only six months he finds many things in the schools to condemn, and he urges the town to remedy the most glaring defects immediately. Among the features which he specially mentions is the

unsanitary condition of certain school buildings, which he even pronounces unfit for habitation.

SOUTH FRAMINGHAM.—The retiring principal of the Lincoln grammar school received a purse of \$50 as a testimonial of their regard for him, from the teachers and pupils of the school which he leaves. He becomes the principal of a grammar school in Lawrence.

WATERVILLE, ME.—Colby college seems to be attracting more than its fair share of attention just now, owing to the attempt on the part of certain alumni to do away with the women's college. Several of the trustees have answered their points most conclusively by showing that the additional members of the faculty required by the presence of the women cost only a small part of the amount paid by the latter as fees; and that the principal endowments of the college, some \$350,000, have come since the principle of co-education was adopted.

HARTFORD, CONN.—Prin. Willis I. Twichell, of the arsenal school, has been elected president of the board of trustees of the Walkinson farm school, to succeed the Rev. Francis Goodwin, resigned. This institution is one in which Mr. Twichell has long taken interest.

SALEM, MASS.—Superintendent Perkins denies the report that has been published in several newspapers that the kindergarten was discontinued in Salem because it failed to prove its utility. The sole reason for its abandonment was the necessity of economizing.

NEW HAVEN, CONN.—The position of supervisor of the schools of the Strong school district, lately vacated by Mr. G. A. Mirick, will be filled by Prin. Sherman S. Graves, of the Worthington street school, Springfield. Mr. Graves is a native of Maine and a graduate of Bates college. He was for several years principal of the high school and superintendent of schools at Augusta. During that incumbency he was president of the Maine state teachers' association.

MONTPELIER, VT.—Gen. J. H. Lucia, who has been a member of the Montpelier school board for sixteen years and for the past ten years the superintendent of schools, has announced his intention of retiring from service.

The address delivered recently by Mrs. Vladimir Sienkowitch before the New Bedford, Mass., education society contained a very interesting exposition of the conditions under which a majority of New York children grow up.

CAMBRIDGE, MASS.—The Rev. William Wallace Fenn, who was elected to take the professorship in the Harvard divinity school left vacant thru the death of Prof. C. C. Everett, took up the duties of his new office March 10.

News from Chicago.

Teachers' Pay Raised.

The consideration of increases in wages has begun satisfactorily. A list of twenty-one names of principals and head assistants has been reported by the committee on school management, with recommendation of increases of \$100 to \$500. The names were all put into annuities and passed on March 7. If all the Chicago teachers fare as well there will be rejoicing in the town.

Petition not to be Separated.

The thousand or more pupils of the West Division high school have almost to a pupil united in signing a petition that they be not scattered among the grammar schools of the neighborhood next fall. The present school building is to be turned over to the College of Physicians and Surgeons, July 1. It was determined, therefore, to scatter the high school classes, for a year or two, against their reunion in a new building. This the students of the school object to because the scattering process will destroy all the solidarity of the school.

Teachers Divided on Pension Question.

The fight between the advocates of compulsory pension and those who are holding out for the optional pension plan is becoming savage. The organization of the optional pension committee is believed to be simply a scheme to block legislation of any description. This committee has opened headquarters at 125 La Salle street. Its president is R. E. Blount, of the North Division high school; secretary, C. H. Perrine, of the South Division high school. It claims to have gained the signatures of 310 high school teachers and 1,326 grade teachers. Delegates will go to Springfield and will urge the legislature not to allow any measure to go thru which will compel any teacher to pay money into the pension fund, willy-nilly.

Meantime the committee of fifteen, Miss Catherine Goggin, chairman, is working out with an actuary a scheme of payments which will keep a compulsory pension fund safe as an insurance venture. Whether their much figuring will avail them or not remains to be seen.

In and Around New York City.

There is a movement on foot to readjust the course of study in the normal and city colleges so that teachers shall be better prepared to meet the requirements of the present elementary school system. Supt. Maxwell has held a conference, on the subject, with Dr. W. J. O'Shea and Cecil A. Kidd, who represent the male principals. Music and manual training ought, they agreed, to have some place in the courses at the two colleges, and the students ought also to have some opportunities for practice teaching.

School Inspector Charles F. Collins, of the Bronx, has resigned his term of office, which ends July 1, 1901, to accept an appointment to an unexpired inspectorship, which will not end until July 1, 1904. Dr. Vanderpool Adriance will fill out the remainder of Mr. Collins' old term.

Announcement has been made of subjects in the free lecture system for the third course, of the year 1901. There are to be fifty-one lecture centers, an increase of seven.

Pres. Hunter, of the Normal college and five retired teachers appeared before Mayor Van Wyck, March 13, to argue in behalf of the bill to entitle the old teachers in the Normal college to the same pensions that other teachers in the public schools are entitled to. Among the petitioning teachers was Mrs. Hall who helped to educate Mayor Van Wyck some years ago.

Many of the residents of Richmond borough are protesting against the site which has been selected at St. George for the new \$200,000 high school. It is in very close proximity to the Baltimore and Ohio tracks and faces upon Jay street. Those who defend the choice of location, point to the fact that it is at the most convenient point on the island and that, as the lot is a large one, the school can be set well away from the tracks, leaving a good-sized playground in the rear.

Mr. Robert C. Ogden, the New York head of the house of John Wanamaker, has arranged a party of forty guests to leave New York, April 15, for a tour among the educational institutions of the South. Several local educators, and three or four from New England are known to be among the invited guests. The trip is to consume ten days and will take in the institute at Hampton, the meeting of the Virginia educational association at Salem, the schools, public and private of Atlanta, and the Tuskegee institute in Alabama. Mr. Ogden's interest in the cause of the Southern education is very keen.

May 1 has been set as the day for the inauguration of Miss Laura D. Gill as dean of Barnard college. An important ceremony has been arranged, including a gathering of the faculty, alumnae and undergraduates. Addresses will be made by President Low and by Prof. James Harvey Robinson, who has been acting dean of the college since the resignation of Mrs. George Haven Putnam.

The student organization of New York university has developed an excellent idea in its scheme for a "Preparatory school day." Upon a day, to be fixed in April next, the students of the university will entertain pupils of the leading preparatory schools of the vicinity. It may be hoped that this entertainment will not take the shape of a hazing bee. The opportunity is a good one to show how incoming students should be treated.

Mayor Van Wyck has intimated that he will sign the Henry bill, just passed by the legislature. This bill amends the teachers' pension law so as to include the women teachers in the Normal college in its provisions. It also entitles the teachers retired before the amendment of the Davis law to the minimum pension of \$600, fixed in that law.

The Manufacturers' Association of New York has at last announced definitely the conditions for its scholarship which will be given to some applicant for higher commercial education. The value of the scholarship will be \$2,000, to be expended during a period of four years. Boys who wish to compete can get particulars as to the conditions from James T. Hoile, 198 Montague street, Brooklyn.

The Standing Committees.

Pres. O'Brien has announced the membership of standing committees of the board of education as follows:

Finance: Mr. Robertson, chairman; Messrs. Green, Kittell, Moriarty, and M. E. Sterne.

Sites: Mr. Farrell, chairman; Messrs. Adams, Cashman, Cole, Morris, Thompson, and White.

Buildings: Mr. Adams, chairman; Messrs. Cole, Kittell, Robertson, A. Sterne, Thompson, and White.

Supplies: Mr. Moriarty, chairman; Messrs. Cole, Kittell, Richardson, Somers, A. Stern, and White.

School System: Mr. O'Keefe, chairman; Messrs. Davis, Dresser, Greene, and Richardson.

By-laws and Legislation: A. Stern, chairman; Messrs. Cole, Davis, Morris, and O'Keefe.

Library: Mr. Dresser, chairman, Messrs. Farrell, Morris, O'Keefe, and M. E. Sterne.

Normal College: Mr. Richardson, chairman; Messrs. Adams, Davis, Dresser, Kittell, Moriarty, and Somers.

Bishop Potter to Young Men.

Before the students of Columbia university, Bishop H. C. Potter recently delivered an address on "What a Young Man Owes to the City."

The first duty, Bishop Potter claimed, of the educated young men, is to familiarize himself with the form of government under which he lives. It is safe to say that if you select one hundred out from among the leading professional men of the cities—excluding lawyers, to whom knowledge of these things is business—you will find that a large majority do not know what primary meetings are; what their rights at a primary meeting are; what are the laws governing nominations.

Young men ought to be vigilant, whatever their profession, in matters of the public sentiment. It is not necessary to cover the whole field of politics; be vigilant regarding the work of some one department. There is no automatic mechanism in our government. A good government consists not in perfection of law, but in something behind and above it,—in public sentiment. The tragedy of our public life is that this sentiment has become almost atrophied.

Bishop Potter told the story of a gentleman, living near President Low, in New York, whose house had been robbed. The man had been insured against this with a burglar protection company. The company's representatives and two policemen turned up at the same time after the robbery.

"This gentleman," said the bishop, "offered the two policemen \$200 if they got the burglar. That's the rotten thing in our city—that we must pay for such service. The policemen to whom he made this offer said something like 'Oh, hell! the insurance men have offered us \$300.'

"Now, when a policeman is asked to do his duty and only refuses because somebody else offers him more, it isn't a matter for laughter, but that's what followed this story. It ought to smite people with silence. A single incident like that is like opening the trapdoor into a cesspool. It reveals the entire situation."

It does not require wealth or a social position to exert an influence against this sort of thing.

Mark Twain on Teaching Patriotism.

Mr. Samuel L. Clemens, who was the guest of honor at the monthly supper of the Male Teachers' Association, Saturday evening, March 16, is said to have remarked at the close of the evening: "When I came here I was almost entirely ignorant about education. This gentleman has differed from that and that from this until now I am utterly ignorant."

The association was not, however, left ignorant as to Mr. Clemens' ideas on the subject of teaching patriotism. He spoke immediately after State Supt. Skinner, who discoursed very optimistically of the possibilities of imparting patriotic principles. Commenting upon Mr. Skinner's speech, Mark Twain said in all seriousness: "Mr. Skinner is much better satisfied with present conditions than I am. But he is an older man and has nearly as good principles. This is the way I would teach patriotism in the schools: 'I would leave out the old maxim, 'my country, right or wrong,' and make it 'my country, when she's right.' Children ought not to be instructed to accept obediently whatever brand of patriotism is handed down from the head of affairs. Let them think for themselves."

Mr. Clemens closed with an account of his own experience as a teacher when he taught several boys the art of whitewashing a fence. It is needless to say that his remarks were of a triviality that was very welcome to thought-burdened pedagogues.

At the same dinner School Commissioner Charles C. Burleigh arranged the practice of teaching French and German to children in the elementary schools, and Dr. Myron T. Scudder, of the new Paitz normal school, discussed the ideal high school.

A Benefit for Tuskegee.

The gathering at Madison Square Garden, March 18, in aid of the Tuskegee institute was one of the "functions" of the Lenten season. The great concert hall was filled to overflowing and upwards of 2,000 people had to be turned away. Bishop Potter, Mr. Morris K. Jesup and Mr. William H. Baldwin, Jr., chairman of the finance committee of the institute made addresses, and the distinguished negro poet, Mr. Paul Lawrence Dunbar, read examples of his recent verse.

President Booker T. Washington was introduced in the midst of a tumult of applause. He told his now famous story of the foundation of the institute in 1881; how the one devoted teacher and his thirty pupils, to build their own school-house, made bricks without straw and without money, finding the lack of money a greater hindrance than the lack of straw. Speaking of present questions, he said that the negro of to-day does not want charity; he wants some one to teach him how to live, how to earn, and how to save money.

The Burton Holmes Lectures.

The lecture given four years ago by Mr. Burton Holmes on "The Wonders of Thessaly, from the Vale of Tempe to the Monasteries in the Air," made a lasting and favorable impression. Every year since then Mr. Holmes has received many requests for a repetition of it, and he has included it in his series of this year. It was given at Daly's theater, March 18 and 19, and at Mendelssohn hall, March 20 and 21.

Marching to Take Possession.

Commissioners Morris E. Sterne, Thaddeus Moriarty, Supt. John Jasper, Associate Supts. A. T. Schaufler, A. P. Marble, and C. E. Meleney, Inspectors Mrs. Phyllis Leveridge, Dr. Bernard Gordon, and William Homan—these august personages marched in a procession of 1600 school children thru Rutgers, Henry, and Cherry streets to Market and Monroe streets. The parade was part of the plan for transferring the girls' grammar department of Public School No. 2, in Henry street, and School No. 149 in Cherry street to the new building, No. 177. The girls of No. 2, under the captainship of their principal, Miss Ellen T. O'Brien, were formed in lines of eight and to the music of fife and drum marched down to the Cherry street school where they were joined by Miss M. L. Brady's brigade. Meantime the neighborhood had learned that something was going on and a crowd had collected such as assemblies when the circus goes by. The children marched on with the precision of cadets until they reached the new building. There they filed to their class-rooms and awaited the assembly bell. Appropriate exercises of welcome followed.

Schools Closed on St Patrick's Day.

This bit of dialog abstracted from the *Commercial Advertiser* certainly deserves perpetuation:

"Well, alderman," said one of the associate superintendents at the hall of the board of education yesterday, "have you heard the news? The Manhattan schools will be closed on St. Patrick's Day."

"You're bluffing," replied the alderman.

"No, Gospel truth," superintendent.

"It isn't in the minutes of the board," argued the city father. "Maybe they didn't want it on the minutes. You know who's on the committee, don't you?"

"It's an outrage," said the alderman. "St. Patrick's day isn't a national holiday, and I don't see why they should close the schools. There are enough holidays already."

Just then his eyes fell on a calendar.

"The cigars are on me," he said.



Keystone State Happenings.

A successful local institute of teachers of several districts of Blair county, was held at Newby, March 2. At this meeting the question, "Resolved that the country schools are producing better results than the town schools," was discussed by Mr. Reiley, affirmative, and Mr. Eigholtz, negative. The question created a great deal of interest. It was claimed that the country schools create the desire, and afford a stimulus for higher and more extended education, and that in consequence the country boys go off to the higher institutions of learning in towns and cities, and become the staunch men of the country. The other side claimed that, in consequence of longer terms and better salaries paid to town teachers, better talent is secured and of course better results are obtained. As a proof of this it was stated that many people living in the country pay towards the support of the country schools, and still send their children off to school in a near-by town or city, standing for their board and tuition, in order that the children may be properly educated.

The schools of Ebensburg, Cambria county, under the management of Principal Jones and his corps of assistants, are doing excellent work.

The teachers of Union, Unionville, Patton, Huston, Taylor, North and Half Moon districts, Center county, held their regular annual institute at Port Matilda, March 8 and 9. The Rev. C. W. Downing delivered the address of welcome and County Supt. C. L. Gramley, the response. Among the subjects discussed were: "Can schools be successfully taught when there is irregular attendance?" "To what extent should nature study be taught in our schools?" "How can a uniform enthusiasm be maintained to the close of the term?" "Should pupils be asked to give evidence against themselves?"

Philadelphia Items.

To an outsider, notes from our Philadelphia schools must seem like one incessant chronicle of complaints and grumbles. Here are a few items of the usual character:

So many complaints about water filters in the schools have been lodged that the bureau of health has issued a statement to the effect that contractors are bound by the terms of their agreements to keep the filters in perfect order for one year and that they should in every case be held to their contracts. In one building, the Cambria school-house, it has appeared that the complaint against the filter was not justified; that the water-pipe is laid in too close proximity to a heater and that on that account the water is unpalatable. This defect in construction the bureau of health will endeavor to amend.

The committee on supplies is at war with the gas trust. The supply of gas to the schools for purposes other than illumination appears from the size of the bills to be beyond all reason. All gas for purposes of illumination has to be supplied free. An investigation has been ordered into the possible ways by which gas is expended in the schools. The January bill was paid under protest; the February bills, amounting to about \$400 for all the schools, have not yet been paid.

"The Children vs. the Circus?" is the issue that has been raised in the neighborhood of the Elisha Kent Kane school, at Twenty-sixth and Jefferson streets. Long experience has taught practical school men that you cannot run a school in opposition to a circus across the street. The Bailey-Forepaugh show has leased the vacant lot right across the way from the Kane school and will conduct an opposition for three weeks, beginning May 1. Nobody knows how order will be preserved in the school-rooms when outside the bands are playing, the elephants are raising their melodious notes, and the truant boys from other schools are to be seen waiting for a chance to crawl under the tent. Many of the patrons of the school say that it would be best to close up altogether. The city cannot close the circus without danger of a suit for damages.

School janitors, appointed because they are valiant Republicans, seem not to be popular with the board of education. The case of Mr. Harry Hickman, of the George W. Nelinger school, who is alleged to be wasteful and incompetent, has been referred to the property committee for investigation.

Hickman is one of four Republican ward committeemen who were elected janitors by the second sectional school board last November, replacing four janitors every one of whom had been serving the city for eight years or more, with credit, as it was tacitly admitted, to themselves and the city.

The annual census of minors of school age, that is between six and fifteen years, will begin April 1. Twenty-six special enumerators are to be appointed in addition to the fifteen attendance officers now in position. The value of this census has been seriously questioned. Assistant Supt. Singer, who knows a great deal about the conditions for enforcing the compulsory education law, says that the census is of little or no value. Members of the school board are also quoted as saying that its cost is money thrown away. The census of last year cost about \$12,000.

A "Text-book Library" is an innovation at the University of Pennsylvania. It is the intention of the university librarian to have a special department devoted to text-books of every description, so arranged that a teacher or student can see at a glance everything in his special subject which is proper to class-room work.

The News from New Orleans.

NEW ORLEANS, LA.—The board of school trustees has elected John R. Conniff and Nicholas L. A. Bauer, of the Boys' high school, assistant superintendent of schools. Both those gentlemen are recent graduates from Tulane university. Their salary was fixed at \$1,500.

The Louisiana art teachers' association met at the Sophie Newcomb art school, this city, March 8. Action was taken which will result in the adornment of several of the New Orleans schools. The Chestnut kindergarten which has been equipped during the past year with a modest assortment of pictures and statuary was visited and found to be an inspiring example of what good taste can accomplish with a very small appropriation. The officers for the following year are: E. Woodward, president; Mrs. G. R. Smith, second vice-president; Amelie Roman, corresponding secretary, and treasurer; Marie LeBlanc, recording secretary.

Supt. Warren Easton, of the city schools, delivered a memorable address at Tulane university, March 7, in which he appealed to the university to establish a school of pedagogy. Improvement in a system, he said, comes from above rather than from below. It is therefore the plain duty of a university like Tulane to interest its students in the welfare of the public schools, and to give instruction to those who are willing to go into the work of teaching and supervising. Our great system of schools and our great university ought to join hands, resolving to battle down prejudices, dispel ignorance, and continue to labor for the uplifting of man into his estate of true citizenship, which is godliness in its every aspect.

After the grip, or other serious illness, Hood's Sarsaparilla is the medicine to take to restore the appetite and strength.



Pan-American Exposition.

Interesting Notes from Everywhere.

KANSAS CITY, Mo.—A parents' and teachers' co-operative society has been organized in the Thatcher school by Mrs. Edwin R. Weeks. Over one hundred of the patrons of the school have been enrolled. Several of the Kansas City grammar schools have these organizations, and it would appear that eventually all will.

READING, PA.—School Solicitor Walter S. Young has decided that the school board may not enforce a regulation that all children before entering school shall have been vaccinated. The plain intention of the new compulsory education law is, he contends, that the attendance of all children at school shall be strictly enforced; and this, being a state law, takes precedence of any local law.

PRINCETON, N. J.—Mr. Henry Stafford Little, of Trenton, has given \$100,000 to the university for a new dormitory adjacent to Stafford Little hall. Mr. Little has been unanimously elected a trustee of the university to fill the vacancy caused by the death of Thomas N. McCarter.

NEWARK, N. J.—The new free public library was formally opened March 12. Among the eminent speakers were Mgr. George H. Doane; Herbert Putnam, librarian of Congress; James H. Canfield, librarian of Columbia university, and Librarian Frank P. Hill, of the institution. Work on the handsome library building was begun in March, 1896. The total cost of the building has been about \$400,000.

HUTCHINSON, KAN.—A truant school room is to be established in this city. The number of incorrigible boys and girls, many of whom have been expelled from the regular classes, is said to be large enough to justify a special class for such cases, with a severer type of discipline and a more manual curriculum than prevails in the ordinary school-house.

TOPEKA, KAN.—The present legislature has voted the establishment of a branch state normal school at Fort Hays on the abandoned military reservation. This is the first normal school legislation that has succeeded in Kansas in a quarter of a century. Every legislature in recent years has had some kind of a normal school bill to table; nothing ever got thru.

GREENSBURG, IND.—The teachers at the Goddard school have been complaining that tramps break into the building in the night, destroy the school books and render the rooms unfit for school purposes next morning. These reports aroused the neighborhood—and, on the evening of March 6, twenty men armed with switches visited the school-house. They found the

door broken in and four tramps asleep on the floor. Each tramp was given a flogging and sent on his way bewailing. To-day a load of switches is hung over the door and a notice that sleepers hereafter found in the building will receive castigation.

ALBANY, N. Y.—Employees of the regents are busy sorting out the exhibits of educational institutions which showed the work of pupils of New York schools at the Chicago exposition. Rather late in the day, it seems, but as the regents never have had any appropriation to use for the exhibits they have kept them in boxes all these years. Those institutions which now care to have their property back must pay the expressage.

ST. PAUL, MINN.—The board of education has done a thing that is quite without precedent in allowing a weekly collection of pennies in the schools, the proceeds to go for the public baths which are very much in need of funds. No collection of money was ever permitted before. It was thought that the cause was of so public a nature that the principle of never levying contributions might for once be violated.

ATHENS, GA.—The new state normal school was formally opened March 6, with good sized classes and every indication that the school will fill a want in this section of the state. Pres. Branson and other members of the faculty made addresses at the opening exercises.

RICHMOND, Va.—Supt. E. C. Glass, of the schools of Lynchburg, has sent to Secretary Brent of the department of public instruction, a complete list of the instructors who will teach at the school of methods next summer. Among the Northerners in the faculty will be Dr. Emerson E. White, of Columbus, O.; Mr. James L. Hughes, of Toronto; Mr. and Mrs. H. L. Southwick, of Boston; Mr. A. C. Apgar, of Trenton, N. J.; Miss L. J. Eginton, of Brooklyn.

TOLEDO, O.—The teachers' pension fund law has been decided by the circuit judges to be unconstitutional. The case was that of Prof. John I. Ward against President Dowd, of the Toledo board of education, and Business Manager Hubbard. It will be necessary to distribute the fund among the teachers.

NORFOLK, VA.—The Great Bridge Chapter, Daughters of the Revolution, has offered a gold medal for the best essay upon the life of Washington, to be written by school children. Some time ago the same chapter awarded a similar medal for an essay upon Arnold, which excited such interest among the children that another competition seemed to be advisable.

Old Point Comfort, Richmond, and Washington.

Six-Day Tour via Pennsylvania Railroad.

The third of the present series of personally conducted tours to Old Point Comfort, Richmond, and Washington, via the Pennsylvania Railroad will leave New York and Philadelphia on Saturday, March 23. Tourists will find these three places of great interest and at the height of their Lenten season, Old Point Comfort especially being sought by those wishing to enjoy the early Spring season.

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For itineraries and full information apply to ticket agents; Tourist Agent, 1106 Broadway, New York; 4 Court Street, Brooklyn; 789 Broad Street, Newark, N. J.; or Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Interesting Notes.

Tea to be Grown in America.

America is destined to become one of the great tea producing countries of the world, it is believed. The imports from China, Japan, Ceylon and other tea-growing countries will diminish from year to year in the future until, in the opinion of Secretary of Agriculture Wilson, the United States will become an exporter of this article, for which the American people are now paying annually from \$12,000,000 to \$15,000,000.

As a result of recent experiments by the

agricultural department, preparations are being made to establish several tea plantations in the Southern states. Already one company, with a capital of \$50,000 has been organized in New York; another, with a capital of \$100,000 is being perfected; while still others with large capital are in contemplation for the purpose of securing suitable lands in Southern states with soil and climatic conditions adapted to the growth of tea.

Pocket Map of China.

Latest indexed map of Chinese Empire, with enlarged map of portion of China where difficulty exists, and other valuable information relating to present crisis. Copy mailed on receipt of two cents in postage, by W. B. Kniskern, 22 Fifth ave., Chicago, Ill.

Drink Reform.

Jacob Riis, of the New York tenement house board, who has written much about slum reforms, in a temperance lecture recently advanced the idea that the breaking up of the drink habit among men can be much better accomplished thru the medium of the saucepan than the hatchet. Mr. Riis's view is that a great many men are driven to drink by the unattractive character of their homes and the abominable nature of the cooking they are compelled to put up with there. He argued that whatever tends to health and contentment at home is a sovereign antidote for the human tendency to seek elsewhere solace in drink.

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To View Eclipse.

A party of thirteen scientists, representing the government and a number of American observatories, left San Francisco on the transport Sheridan a few days ago, for Manila, whence they will proceed to the island of Sumatra on another government vessel, there to make systematic observations of the eclipse of the sun due May 17, which will be total in that quarter of the world, but which will be invisible in this country. The party will allow several weeks to prepare for the eclipse on the ground, as the latitude and longitude of the observation stations will have to be accurately computed, etc. The data derived from this eclipse will be combined with that secured during the total eclipse of May, 1900, and the whole will be published together.

IN SOME CASES.
 A Single Package of the Pyramid Pile Cure is Sufficient to Cure.

This may seem a broad statement when it is remembered that few diseases are so obstinate to really cure as piles; some physicians going so far as to say that a painful surgical operation is the only permanent cure, but the many and remarkable cures made by the Pyramid Pile Cure in the past few years have proven that surgical operations are no longer necessary, and that it is by far the safest and most reliable remedy yet discovered for this common and often dangerous trouble.

The harmless acids and healing oils contained in the Pyramid Pile Cure cause the blood vessels to contract to a natural condition and the little tumors are absorbed and the cure is made without pain, inconvenience or detention from business.

Dr. Williams, a prominent orificial surgeon says: "It is the duty of every surgeon to avoid an operation if possible, to cure in any other way and after many trials with the Pyramid Pile Cure I unhesitatingly recommend it in preference to an operation."

Mr. Phil Owens, of So. Omaha, writes that after suffering two years from an aggravated case of itching and protruding piles he was cured by a single 50 cent package of the Pyramid Pile Cure purchased from a local druggist. He says, "I fully expected the trouble would return but am happy to say for the past year and a half have been entirely free from the disease and I cannot speak too warmly in favor of the Pyramid Pile Cure."

A bill clerk in one of the large wholesale houses of St. Louis, says: "My occupation as billing clerk was so confining and sedentary that it finally brought on an aggravated attack of rectal trouble, which my physician diagnosed as itching and protruding piles and recommended a salve which he prepared and which gave me some relief for a few hours after using and then the trouble would come back as bad as ever; one of the other clerks advised me to try the Pyramid Pile Cure and I now feel like thanking him every day for recommending it, as a single 50 cent package cured me and I have had no trace of piles since, something over six months."

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Marble Sarcophagus Found.

A magnificent marble sarcophagus has been unearthed at the village of Anhar, which is situated near the site of the ancient town of Iconium. The tomb is freely sculptured with flowers, animals, and figures of exquisite workmanship, and is stated to be far superior to another similar one at present treasured in the Stamboul museum. The period to which it belongs has not yet been determined. It weighs nearly thirty tons, and is to be conveyed to Stamboul as soon as suitable transportation facilities have been organized.

Pan-American Tourists.

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The Jury System.

Justice Brewer, of the supreme court, discussing the jury system before the Yale law school, remarked: "The present jury system is little more than a relic of a semi-civilized system. The juror is treated as a criminal or as if it were feared he would become one. He is watched by day and locked up by night. I hope the time will come when the juror will be treated as if he were an honest man." But this is not all. In some cases a man can only get into the jury box in an important case by demonstrating that he is a fool.—New York Sun.

Are You Going to the Pan-American?

If so, the Lackawanna Railroad offers the best and cleanest route between New York and Buffalo. The dining cars are second to none in the world, either in point of excellence or in point of service. Meals are a la carte, which means: "Order what you want, and pay only for what you order."

Why Russia Succeeds.

A writer in the *Chautauquan*, analyzing the advantages that Russia has in the struggle for expansion in Asia, cites as the chief one the fact that Russia, while she has a religion of her own which means much to her people, feels no call to introduce that religion among the other races she comes in contact with. All she insists on is political expansion; and this meets with less obstruction than a policy, such as that of England, which includes the religious and moral regeneration of subject races. This is why the Russians get along so well with the Chinese, the article holds.

Three or four years ago Dr. Charles R. Henderson, of the University of Chicago, published his *Introduction to the Study of the Dependent, Defective, and Delinquent Classes*. The work marked a new era in the development of applied sociology. Dr. Henderson's work is now out of print. In the meantime, the author's further studies and experience have prompted him to revise and enlarge his work. He will therefore bring out a new edition, which will contain nearly twice as much matter as the first. This will appear in the early spring, bearing the D. C. Heath imprint.

A very attractive sketch of the career of Maurice Hewlett has been issued by the Macmillan Company. Mr. Hewlett is easily first among living students of mediæval romance, and has by his quaint style captivated a large coterie of readers.

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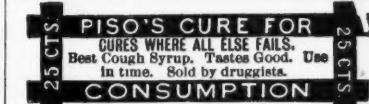
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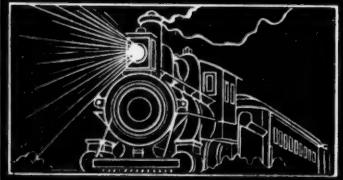
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